

TENTATIVE LIST OF VOLUMES  
THE UNIVERSITY OF CHICAGO SURVEY

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- II THE ORGANIZATION AND ADMINISTRATION OF THE  
UNIVERSITY
- III THE UNIVERSITY FACULTY
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## UNIVERSITY EXTENSION SERVICES

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# UNIVERSITY EXTENSION SERVICES

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## FOREWORD

In 1923 the General Education Board of New York City granted funds to the University of Chicago for the making of a survey of the University, later the gift was supplemented by a second grant. On recommendation of Acting President Woodward in February, 1929, Floyd W. Reeves was appointed as professor of education and Director of the University Survey. Work on the survey was begun October 1, 1929, and has been carried on continuously since that date.

The entire scope of the survey embraces some forty or fifty projects, which are being grouped for purposes of publication into a series of volumes. This report on the *University Extension Services* is Volume VIII of the series. The titles in the series are announced on page ii of this publication.

The staff for the survey of the extension activities of the University of Chicago consisted of C. O. Thompson, assistant professor of education at the University of Chicago, A. J. Klein, professor of higher education at The Ohio State University, John Dale Russell, associate professor of education at the University of Chicago, and Floyd W. Reeves, Director of the University Survey. Mr. Klein was formerly Chief of the Division of Collegiate and Professional Schools of the United States Office of Education, and has in

former years been actively associated with the university-extension movement in the capacity of Executive Secretary of the National University Extension Association. Mr. Thompson formerly served as Director of the Extension Division of Ball State Teachers College, Muncie, Indiana. Mr. Russell has recently served as Assistant Director of the Survey of Educational Institutions of the Methodist Episcopal Church, and also as director or staff member of surveys of a number of colleges and universities.

This survey of the extension activities of the University of Chicago was originally planned by the Director of the Survey in collaboration with Mr. Thompson and Mr. Russell. Mr. Thompson assumed the responsibility of gathering, organizing, and analyzing the data relating to the various extension activities of the University, he has used these materials in a dissertation presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of Education.<sup>1</sup> The present volume is a summary drawn from the materials presented in this dissertation, together with certain comparative data from other institutions, which were contributed by Mr. Klein. The survey report is necessarily briefer and less technical than the dissertation, and no attempt has been made in this volume to present in detail the description of the statistical proc-

<sup>1</sup> C. O. Thompson, *The Extension Program of the University of Chicago* (Chicago: University of Chicago Press) (In press)

esses used in treating the data. The reader interested in the complete descriptions of the techniques used in gathering and analyzing the data is referred to Mr Thompson's dissertation, which is on file in the Libraries of the University of Chicago.

The four members of the survey staff have all participated actively in interpreting the data, in drawing the conclusions, in drafting the recommendations, and in criticizing the text of the report. The findings and conclusions of the report represent the joint judgment of the four members of the survey staff, and responsibility for the recommendations is shared equally by the members of the survey staff.

Recognition should be given to the co-operation and assistance rendered the survey by a number of the officers of the University. The chief executives and office staffs of the four extension organizations in the institution have placed at the disposal of the survey staff every facility needed for the study of the problem. Faculty members and students have generously assisted by furnishing required information. The Recorder's Office and the Comptroller's Office have supplied necessary data from their records. The executive officers of the extension organizations furnished criticisms of the parts of the report dealing with their respective units before the document was put into final form. This excellent co-operation is gratefully acknowledged by the survey staff. It



## FOREWORD

should be understood, however, that the survey staff assumes full responsibility for the findings and conclusions that are herewith reported

For the survey staff,

FLOYD W REEVES, *Director*

May 25, 1932

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## CHAPTER I

### HISTORICAL BACKGROUND

The educational plan outlined by William Rainey Harper in 1891 at the time he accepted the presidency of the newly founded University of Chicago comprehended an institution consisting of five divisions—the University proper, the University Extension, the University Press, the University Libraries, Laboratories, and Museums, and the University Affiliations. Three of these divisions, the University Extension, the University Press, and the University Affiliations, were at that time new and revolutionary features in the organization of an American university. Each of these three units, it will be observed, partakes of the nature of extension service. Mr. Goodspeed says of President Harper's plan.

It was his purpose to extend college and university instruction to the public at large, to make the University useful to other institutions and to expand its usefulness through its own press as widely as possible. In other words, the keynote of the University of Chicago was service, service, not restricted to the students in its classrooms, but extended to all classes.<sup>1</sup>

At present, when there is almost universal recognition of the place of extension services in any compre-

<sup>1</sup> Thomas W. Goodspeed, *William Rainey Harper* (Chicago: University of Chicago Press, 1928), pp. 111-12.

hensive program of higher education, it is difficult to realize how startling and radical the plans and ideas of President Harper appeared to the educational world. Dr Edwin E Slosson states that these ideas, which were published in a series of "Official Bulletins," "burst like bombs in the educational world "2

The evolution of the three divisions at the University of Chicago which constituted radical departures from the typical plans of university organization has been interesting. The Press, for example, has led the way in the establishment of agencies of publication in a number of other institutions, while itself remaining one of the outstanding organizations of its type in the country. Since the present study is concerned principally with extension services in the technical sense, further treatment will not be given in this volume to the University Press

The plan of University Affiliations involved the development of a close relationship with certain designated colleges and academies. While these institutions were to remain under the control of their own local boards, they would have the opportunity of close affiliation with the University. Two privileges were reserved by the University: (1) that of reviewing the questions prepared by the instructors in affiliated institutions for the examinations of students; (2) that of advising with the affiliated institutions in the

<sup>2</sup> Edwin E Slosson, *Great American Universities* (New York Macmillan Co, 1910), p. 495



appointment of new instructors. There was a desire in the founding of the University to avoid a domination of the field such as would weaken and injure the smaller institutions of the Middle West. The plan of affiliation was conceived, not primarily to increase the power of the University of Chicago, but rather to assist the affiliated institutions in raising their standards, to add to their prestige, and in every way to strengthen and upbuild them.

University Affiliations, as a formal part of the organization of the University of Chicago, has ceased to exist, although many elements of the plan persist to the present day. Affiliation with theological seminaries has continued on terms even more intimate than this feature of the plan originally contemplated. The system of co-operation between secondary schools and the University is another survival of the plan of affiliation. To some extent the founding of the General Education Board, with its program of aid to colleges, met the same needs that University Affiliations had sought to serve. The surviving elements of the plan are sufficient to indicate the vitality of the idea underlying University Affiliations.

The other important innovation in the original plan for the University was the creation of the division of University Extension. President Harper's idea was to make the new University the greatest center in the country for adult education. Three phases of this work were developed: lecture study, class study, and

correspondence study. For the first ten or twelve years the principal emphasis was on the lecture-study work, but this program proved both expensive and disappointing in results, and was finally discontinued. The class-study program originally involved the giving of instruction by members of the Faculties at a large number of centers, some of which were remote from Chicago. With the development of similar service by state universities and other types of institutions, and because of the heavy burden on staff members, the amount of work given in outlying centers was restricted and finally confined almost exclusively to the metropolitan area of Chicago. Early in the history of the University the organization known as University College was developed to care for the class-study program, and the work is still administered by this agency. The correspondence-study feature was not conspicuous at the outset. There was much prejudice against work of this type, but, after a feeble beginning, the program gradually increased in volume and power. For its administration the Correspondence-Study Department was created, the name being changed later to the Home-Study Department.

At the time of his coming to the University of Chicago President Harper was actively interested in another adult-education project, which had been organized under the name of The American Institute of Sacred Literature, for the purpose of disseminating information in the field of religion. The Institute was

continued in Chicago under Mr Harper's direction, although it was not made an integral part of the University until 1905

The most recently developed type of extension activity at the University of Chicago is the Committee on Radio. This Committee is the co ordinating agency for all the extension work done by radio

The University of Chicago now maintains four separate organizations for conducting extramural or extension work: the Home-Study Department, under the control of an officer known as the Secretary, University College, in charge of a dean, The American Institute of Sacred Literature, under an officer known as the Executive Secretary, and the Committee on Radio, with a secretary in charge of the work. These four agencies are administratively uncoordinated, the chief executive officer of each being responsible directly to the President of the University

In many universities, especially those that are tax-supported, there has been a marked development of the aspects of extension work that deal with a variety of informational, non credit educational aids. In addition to the regular instructional activities, university extension divisions conduct package library and clipping services, debating leagues, slide and film distribution services, lecture bureaus, radio programs, educational contests, child health clinics, and a whole series of public services which are intended to satisfy almost every educational need of a democratic soci-

ety At the University of Chicago, on the contrary, only a limited number of these non-instructional activities have been developed, and there has been no attempt to cover in a broad way all the possible fields of extension service.

In this survey report, one chapter will be devoted to each of the four extension-service units of the University of Chicago—the Home-Study Department, University College, The American Institute of Sacred Literature, and the radio service. A final chapter will present the general conclusions and findings derived from the facts and principles established by the body of the report.

## CHAPTER II

### THE HOME-STUDY DEPARTMENT

The Home Study Department is the organization through which correspondence-study courses are offered by the University of Chicago. In this chapter there will be presented first a discussion of the trends of growth in correspondence study, both in this and other institutions. The various features of the Home Study Department will then be analyzed under such headings as administration, student personnel, instructional staff, and course offerings. A section will be devoted to the quality of the work, another to the methods of financing the program, and another to the contributions which the program makes to the objectives of the University as a whole. The concluding section will outline the recommendations of the survey staff for the future functions of the Home Study Department.

#### TRENDS OF GROWTH

*Early beginnings* —The University of Chicago was a pioneer among higher educational institutions in the use of the correspondence plan of instruction. As has already been noted, correspondence study was included in the original plan presented by President Harper to the Board of Trustees at its fourth meeting

in December, 1890, and has been a part of the program of the University since its founding. In the first report of President Harper and in the decennial report covering the first ten years of the University, correspondence study, along with other forms of extension education, is given a prominent place in the educational program.

Although correspondence study had been developed and operated by other agencies on a profit-making basis before this time, the University of Chicago was the first recognized institution of higher learning to put correspondence instruction on a high academic plane. President Harper stated in 1902, "There is no other correspondence work being done which does not have for its primary object the making of money." Pennsylvania State College, generally considered as another pioneer among institutions of higher learning in using the correspondence-study plan of instruction, introduced work of a non-credit type in 1893, but did not begin to give credit courses by correspondence until 1911.<sup>1</sup> It was not until 1906 that a third institution of some importance began correspondence study; from that date the spread of this plan of instruction has been rapid.

There are two sources from which data may be obtained showing the growth of the correspondence-study movement among institutions of higher learn-

<sup>1</sup> Information furnished by Professor J. O. Keller of Pennsylvania State College

In 1928 only two of the large private universities of the country were conducting correspondence study, the University of Chicago and Columbia University, although a few have, since 1928, begun work of this type. The work at Columbia University, however,

TABLE 1

NUMBER OF PRESENT MEMBER INSTITUTIONS OF  
THE NATIONAL UNIVERSITY EXTENSION ASSO-  
CIATION THAT WERE GIVING CORRESPONDENCE  
STUDY WORK AT VARIOUS DATES\*

Date	Number of Institutions Giving Correspondence Courses
1892	1
1897	1
1902	1
1907	4
1912	11
1917	20
1922	28
1927	33

\* Data derived from a survey conducted by W. S. Dittmer and H. F. Maffet, *University Teaching by Mail* (in press) under the auspices of the American Association for Adult Education.

was wholly on a non-credit basis, so that in 1928 the University of Chicago was the only large private university in the country offering credit courses by correspondence. Almost all the other institutions of the university type now offering correspondence study are state universities or separate land-grant colleges. Although few other large private universities give work by correspondence, the plan has been widely

adopted by public institutions that are particularly concerned with direct and immediate educational service of a popular character, both upon altruistic grounds and because they are dependent upon the public for support from tax funds.

Public institutions other than the state universities and the separate land-grant colleges began to follow the leadership of the University of Chicago in adopting the correspondence-study method at about the same time as the state universities took it up. Correspondence-study courses were first undertaken by a normal school in 1905. Seven other normal schools adopted the correspondence plan of instruction before 1912, and twenty-five additional institutions were giving courses of this type by 1920. In 1929, 59 of the 157 teachers colleges for which data were available were offering work by correspondence.

*Recent trends in enrollments* —As might be expected, the increase in the number of institutions that offer correspondence-study programs has been accompanied by a very rapid increase in the number of students receiving instruction through correspondence study in the country as a whole. Even before 1906, when the adoption of the correspondence plan of instruction began among other institutions, the increase in the number of students who took advantage of the correspondence-study opportunities offered by the University of Chicago was very rapid. No doubt this growth accounts in part for the adoption of the meth-



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od by other institutions. Statistics contained in President Harper's report for the first ten years of the University of Chicago show a remarkable development in respect to the number of students, number of registrations, number of courses offered, and number of

TABLE 2

GROWTH OF THE HOME-STUDY DEPARTMENT OF THE UNIVERSITY  
OF CHICAGO FROM 1892 TO JUNE 30, 1902

YEAR	NUMBER OF			TOTAL NUMBER OF REGISTRA- TIONS IN ALL COURSES
	Teachers Giving Instruction	Courses Actually Given	Different Students Enrolled	
1892-93	23	39	82	93
1893-94	33	62	185	209
1894-95	41	78	279	311
1895-96	44	97	425	481
1896-97	59	128	555	641
1897-98	66	151	755	881
1898-99	73	186	845	1,015
1899-1900	80	208	930	1,158
1900-1901	89	208	1,081	1,311
1901-2	92	217	1,249	1,485

teachers engaged in the work Table 2 is reproduced from this decennial report.

This table shows that during the first ten years at the University the Home-Study Department experienced a notable growth. From 1902 to 1918 the development continued at a rapid rate, the growth in students and registrations being fully as remarkable as that during the first ten years. During this period

the attitude of many faculty members became increasingly cordial toward the Home-Study program.

Table 3 shows the growth in the number of students and registrations in the Home-Study Department during the twelve-year period from 1919-20 to 1930-31

TABLE 3  
NUMBER OF STUDENTS AND REGISTRATIONS  
IN THE HOME-STUDY DEPARTMENT  
FROM 1919-20 TO 1930-31

Year	Number of Students	Number of Registrations
1919-20	5,425	8,099
1920-21	6,352	8,988
1921-22	6,658	8,945
1922-23	6,580	8,978
1923-24	6,912	9,429
1924-25	7,006	9,766
1925-26	7,724	10,545
1926-27	7,405	9,919
1927-28	6,510	8,569
1928-29	6,225	8,171
1929-30	6,100	8,053
1930-31	5,889	7,626

A comparison of the data of Table 2 with those of Table 3 shows that during the last twelve years the correspondence-study service of the University of Chicago has been much larger than it was in the earlier period. During the latest five years, however, there has been a consistent decline in the number of students and registrations. The decrease from the peak

reached in 1925-26 has amounted to 24 per cent in student enrolments, and 27 per cent in course registrations.

Those closely in touch with the work of the Home-Study Department are of the opinion that one of the important reasons for the decrease in enrolments is the marked increase in the fees charged for courses. The decrease in students seems to have begun about the time the course fees were increased. Another factor affecting the trend of Home-Study enrolments has been the growth of teachers colleges, many of these institutions have developed programs of correspondence study. At the same time there has appeared a tendency on the part of several teacher-certification boards to discriminate against credits earned by correspondence in an institution outside the local state. The officials of the Home-Study Department also are of the opinion that reductions in the offerings of courses of a type that appeal to classroom teachers have had an important bearing on the trend of correspondence-student enrolments.

Data are available showing the growth of correspondence-study enrolments in the institutions, including the University of Chicago, that were members of the National University Extension Association during the decade from 1920 to 1930. These data are presented in Table 4. Owing to differences among institutions in the methods of reporting enrolments, the data should be considered as approximations only.

Other compilations of figures show that in seventy-seven institutions of higher learning, both public and private, there were in 1928-29 over one hundred thousand students doing work by correspondence. The most reliable estimate of enrolments for that year

TABLE 4

CORRESPONDENCE-STUDY ENROLMENTS IN MEMBER INSTITUTIONS OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION FROM 1920-21 TO 1929-30

Year	Total Correspondence Enrolment
1920-21	33,198
1921-22	37,000
1922-23	41,737
1923-24	46,009
1924-25	55,922
1925-26	62,552
1926-27	68,630
1927-28	70,558
1928-29	73,068
1929-30	76,789

for all institutions of higher learning in the United States indicates approximately two hundred thousand correspondence students.

*Present relation of the University to the correspondence-study movement.*—The relation of the correspondence-study work of the University of Chicago to work of a similar character carried on by reputable educational institutions in the United States is very different now from that which existed during the first ten

or fifteen years of the history of the University. During the earlier period only one other recognized institution of higher learning was giving work by correspondence, at present over one hundred institutions are known to be conducting correspondence study. During the earlier period the enrolment of correspondence students in the University of Chicago represented a very large proportion, probably as much as 90 per cent, of the entire enrolment of this type in recognized educational institutions. Even though the numerical increase in the correspondence-study registrations has been large at the University of Chicago, it has not kept pace with the rate of increase for the country as a whole. During the most recent ten-year period the University of Chicago has enrolled approximately only 3 per cent of all the correspondence students in the higher institutions of the country. In the most recent years the actual numbers of students and registrations have declined at the University of Chicago, although the total for the country as a whole has continued to increase.

The development of correspondence study by a number of tax-supported universities has probably been a factor contributing to the decline in the relative position of the University of Chicago in the field of correspondence study. Another fact probably related to the decline in enrolments is that the Home-Study Department has been under the necessity of financing its program entirely from the receipts from

tuition fees. As has already been stated, increases in fees for Home Study courses are considered to have contributed to the recent decreases in enrolments.

When the number of institutions carrying on correspondence work and the number of students who are enrolled in such courses are considered, it is clear that the position of the University of Chicago has changed from that of a leader and a breaker of new educational ground to that of being merely one of a large number of institutions conducting correspondence study. Its pioneer work in establishing this method of instruction among higher educational institutions is completed. The question may be raised as to whether the University of Chicago has other functions of leadership and worthy participation in the program of correspondence study in American institutions of higher learning.

#### ADMINISTRATION OF THE HOME STUDY PROGRAM

As in the case of all the organizations connected with the University of Chicago, the ultimate control of the Home Study Department is lodged in the Board of Trustees. The financial and educational aspects of the Department are administered as they are in the other units of the University. At the time the data for this report were assembled the Secretary of the Home Study Department was responsible to the Business Manager of the University for the financial aspects of the Department, to the Comptroller

for certain phases of budget administration and financial accounting, and to the President and certain faculty groups, known as Ruling Bodies, for the educational aspects of the work. In actual practice these Ruling Bodies have exerted very little influence on the Home-Study Department. The Faculties are represented by five section committees, each charged with responsibility in a particular field of subject matter, as follows: sacred literature, physical and biological sciences, education, general literature, and historical and social sciences.

According to the printed rules and regulations, whenever the Secretary of the Home-Study Department needs additional staff members for instructional purposes, he goes to the chairman of the appropriate section committee. The chairman of the committee in turn goes to the head or chairman of a department to select a staff member. Before a final selection is made, the appointment must meet with the approval of the Secretary. Current practice differs, however, from the printed regulations governing the procedure. The Secretary initiates appointments and, after discussing the matter with the prospective instructor, makes recommendations for appointments directly to the head or chairman of the department concerned. Opportunity seldom arises for presentation of policies to the Ruling Bodies, as the Home-Study Department in general follows the established policies of the University in all academic matters.



The Secretary of the Home Study Department arranges for the courses to be offered, secures instructors to offer these courses, recommends to the proper administrative authorities the appointment of staff members after securing the approval of the heads or chairmen of the departments concerned, and plans for the advertising of the services of the Department. The Home-Study office registers students, reports the results of the students' work to the Recorder's Office, and answers correspondence concerning the offerings of the Department.

All communications relative to registration are sent to the Secretary. As soon as the appropriate instructor is notified of a new registration, he forwards the lessons to the student. Thereafter all correspondence in connection with the course work is addressed directly to the instructor in charge. The Secretary is kept in touch with the progress of the student by means of a monthly report received from each instructor, in which is stated the number of papers received and the number graded and returned.

The lesson outlines used in teaching are usually made by the instructors who teach the courses, although in a few cases teachers are using outlines made by former instructors. Each lesson contains full directions for study, including references to the textbooks by chapter and page, necessary suggestions and assistance, and questions to test the student's methods.

of work as well as his understanding of the ground covered

A student must provide his own books. For some of the courses sets of books have been prepared that may be obtained from the rental library. For those science courses that require the use of a microscope or other laboratory supplies and equipment, the needed materials may be rented from the Home-Study Department. Students are permitted four quarters following the one in which the registrations are made for the completion of courses. Any requests for an extension of time, which are acted upon favorably in meritorious cases, are received and disposed of by the Secretary

The office of the Home-Study Department, located in one of the buildings on the Quadrangles, is reasonably well equipped. However, if funds were available for modernizing the filing equipment, the efficiency of this organization could be considerably increased.

The Home-Study Department, like the other divisions of the University, publishes an annual bulletin, known as the *Announcements*, which describes the courses offered by the Department and the rules and regulations governing correspondence-study work. The bulletin is prepared primarily for the students and prospective students who are interested in taking the courses. In the past, the statements of courses have not been well co-ordinated with those in the regular series of University publications. The admin-

istration is aware of this difficulty and is taking steps to correct it

### STUDENT PERSONNEL IN HOME STUDY

*Geographical distribution*—Although theoretically enrolments in correspondence study are limited only by the number of places reached by the postal service, actually the registrations tend toward a geographical grouping. In correspondence study, as in residence work, nationally known institutions, as well as those of only local recognition, draw very large percentages of their student bodies from relatively limited areas. This seems particularly true of institutions located in or near a large center of population.

Table 5 shows the distribution of enrolments in the Home Study Department by geographical areas, for comparative purposes the geographical distribution of the residence student body is also presented.

An analysis of the data of this table shows that the Home Study student body comes largely (67 per cent) from the geographical division in which the University is located. One third of the enrolments outside of the North Central area come from the North Atlantic states where correspondence study opportunities upon the college level have in general been most meagerly developed. Of the total student body, 19 per cent are drawn from the twenty eight states in divisions other than the North Central and the North

Atlantic, and approximately 3 per cent are drawn from territories and foreign countries

TABLE 5

GEOGRAPHICAL DISTRIBUTION, IN PERCENTAGES, OF HOME-STUDY STUDENTS AND RESIDENCE STUDENTS\* DURING THE TEN YEARS FROM 1919-20 TO 1928-29

YEAR	PERCENTAGE OF STUDENTS RESIDING IN EACH GEOGRAPHICAL DIVISION†											
	North Atlantic		South Atlantic		North Central		South Central		Western		Territories and Foreign Countries	
	Home-Study	Residence	Home-Study	Residence	Home-Study	Residence	Home-Study	Residence	Home-Study	Residence	Home-Study	Residence
1920-21	12	3	7	3	61	79	10	8	7	3	3	4
1921-22	12	3	8	3	62	79	9	9	6	3	3	3
1922-23	12	3	8	3	63	81	9	7	6	3	2	3
1923-24	12	3	8	3	64	82	9	7	5	2	2	3
1924-25	12	3	8	2	65	83	8	7	4	2	3	3
1925-26	11	3	8	2	67	82	7	7	4	3	3	3
1926-27	11	3	8	2	68	82	7	7	4	3	2	3
1927-28	10	3	8	3	67	81	8	7	4	3	3	3
1928-29	11	3	9	3	67	84	7	5	4	2	2	3

\* Residence students, as here used, include those registered in University College, the down town teaching center, as well as those registered for courses on the Quadrangles

† States included in each division are as follows:

North Atlantic: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, New York, Pennsylvania. South Atlantic: Delaware, Maryland, District of Columbia, Virginia, West Virginia. North Carolina, South Carolina, Florida, and Georgia. North Central: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. South Central: Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Oklahoma, and Arkansas. Western: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, and California. Territories and foreign countries: Cuba, Guam, Panama Canal Zone, Philippine Islands, and Porto Rico.

The proportion of students enrolled in the Home-Study Department from the North Central area has increased from 61 per cent to 67 per cent during the

period from 1920-21 to 1928-29 All the states included in the North Central area, except Illinois, Ohio, and Michigan, have developed strong correspondence study departments in connection with their state universities The University of Chicago obtains the majority of its students from the territory served by these institutions This fact makes it desirable to examine the enrolment of the Home Study Department that is drawn from each of these states Table 6 gives the enrolment in the Home-Study Department by states for the North Central area

This table shows that during recent years more than one half of the total enrolment in Home Study from the North Central area has been from the city of Chicago and the state of Illinois The city of Chicago itself has furnished more than one-third of the total enrolment from the North Central area The comparative sizes of the enrolments from other states seem to be somewhat influenced by the facilities which these states have provided for correspondence study Thus the state of Ohio is represented by a larger enrolment than any other state except Illinois, the state institutions of Ohio have not developed a correspondence study service Michigan is represented by a larger enrolment than Wisconsin, Iowa, or Minnesota, the University of Michigan, like the institutions of Ohio, has not developed correspondence study On the other hand, the states in which this type of work has been well developed are typically represented by

comparatively small enrolments. The fact that Indiana stands third in the list of enrolments by states is

TABLE 6

ENROLMENT IN THE HOME-STUDY DEPARTMENT OF THE UNIVERSITY OF CHICAGO IN EACH OF THE NINE YEARS FROM 1920-21 TO 1928-29 FROM EACH OF THE NORTH CENTRAL STATES

STATE	NUMBER ENROLLED IN HOME STUDY EACH YEAR								
	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29
Ohio	428	547	628	717	726	795	714	579	524
Indiana	295	337	321	338	338	352	315	267	258
Illinois*	895	913	930	1,022	1,119	1,327	1,184	1,064	963
Chicago	1,043	1,005	929	999	1,092	1,308	1,686	1,454	1,532
Michigan	244	253	246	225	260	299	265	241	218
Wisconsin	131	150	163	186	178	183	165	159	140
Minnesota	129	146	138	140	131	129	106	91	80
Iowa	253	273	280	281	223	247	172	154	125
Missouri	233	264	252	271	272	273	218	181	171
North Dakota	26	39	26	25	27	23	18	21	20
South Dakota	60	47	45	50	64	68	48	48	35
Nebraska	56	58	75	75	62	65	43	48	48
Kansas	87	111	114	97	87	88	73	68	51
Total	3,880	4,143	4,147	4,426	4,579	5,157	5,007	4,375	4,165

\* Exclusive of Chicago

perhaps explained by the large concentration of population in the northwest corner of the state, in territory that is really suburban to the city of Chicago

It will be noted from the data of Table 6 that the proportion of students enrolled in the Home-Study Department from the city of Chicago has tended to

increase over the period studied. In the earlier years the students from Chicago comprised one fourth or less of the total from this area, in two of the last three years they have comprised more than one third of the total from this area. While the grand total enrolment from the North Central area has shown a tendency to decrease since 1925-26, the total enrolment from the city of Chicago has been increasing in recent years.

The fact that a large proportion of the correspondence study students live in Chicago must be considered carefully in planning the future program of this Department. It is by no means surprising that 46 per cent of the residence students, including those in University College, come from the city, but the fact that one quarter of the Home Study students come from the metropolitan area raises interesting questions. Why do these students enrol in correspondence work instead of enrolling in University College or in other extension-class groups that are available in the city? Would the establishment of other class centers in the city district attract students who now enrol in correspondence work? Does the opportunity offered by correspondence study to work when and where one wills present advantages which, in the opinion of those who enrol, make it more satisfactory for their purposes than extension class courses? Any decision with reference to the future of correspondence study at the University of Chicago must consider the question of local service to the city.

*Maturity of students.*—Students are admitted to correspondence study at the University of Chicago if they can satisfy the Secretary of the Home-Study Department that they are prepared to pursue the courses for which they wish to register. They are not required to meet the University admission requirements until such time as they desire to become candidates for degrees. In spite of the liberality of the admission requirements, the correspondence students have in general attained an educational competence satisfactory for the carrying of University work.

The previous academic training of the students who enrol in correspondence-study courses has been investigated for the survey. The data were taken from the "dead files" of the Home-Study Department for the period from June 20, 1929, to March 21, 1930. There were 1,064 records in this sampling; the previous training was not indicated for 90 students, leaving a total of 974 cases upon which the analysis could be based. Table 7 shows the percentage of these 974 students who had attained various educational levels prior to enrolling for Home-Study courses.

This table shows that a relatively small proportion (2.7 per cent) of the Home-Study students are not high-school graduates. This percentage, although small, is considerably higher than the proportion of residence students who have not graduated from high school. The enrolment of students of this type in Home-Study is largely accounted for by the fact that



non credit and high school courses are offered. Off setting the presence of the small group who are not high school graduates is the fact that almost two thirds of the students have had more than two years of college work, and more than one-third of them have college degrees. The comparatively large proportion of the students who already have their baccalaureate de

TABLE 7

PERCENTAGE OF 974 HOME STUDY STUDENTS WHO HAD  
ATTAINED VARIOUS EDUCATIONAL LEVELS PRIOR  
TO ENROLLING FOR CORRESPONDENCE STUDY

	Percentage
Not high-school graduate	2 7
High-school graduate	97 3
Some college work	91 8
More than two years of college work	65 2
Baccalaureate or other degree	34 7
Higher degree	7 6

grees is surprising, in view of the fact that correspondence credits are not usually accepted toward the completion of requirements for a higher degree. The large demand for correspondence study courses by students who are ready for work on the graduate level indicates the possibility of some experimentation looking toward the testing of the value, in preparation for higher degrees, of a plan of instruction that has some of the elements now present in correspondence study.

The average age of the men registered in the Home-Study Department is 27 2 years, while that of the

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TO ENROLLING FOR CORRESPONDENCE STUDY

	Percentage
Not high school graduate	2.7
High school graduate	97.3
Some college work	91.8
More than two years of college work	65.2
Baccalaureate or other degree	34.7
Higher degree	7.6

grees is surprising, in view of the fact that correspondence credits are not usually accepted toward the completion of requirements for a higher degree. The large demand for correspondence study courses by students who are ready for work on the graduate level indicates the possibility of some experimentation looking toward the testing of the value, in preparation for higher degrees, of a plan of instruction that has some of the elements now present in correspondence study.

The average age of the men registered in the Home Study Department is 27.2 years, while that of the

women is 32.2 years. The middle 50 per cent of the sampling are between 22 and 39 years of age. Two-thirds of the Home-Study students are more than 26 years old.

A sampling of 498 registrations in Home-Study, for which all the lessons were completed, shows that approximately 36 per cent took more than one year to complete the lessons of a single course; 28 per cent required from six to twelve months. Only 36 per cent completed one course within a period of six months.

*Grades received by students.*—Some evidence as to the ability of the correspondence-study students may be obtained from an analysis of the grades which they receive when they later enrol for residence work, in comparison with the average grades received by all residence students. Undergraduate grades at the University of Chicago were indicated at the time this study was made by a five-point letter scale. "Points" were assigned to each grade, as follows: "A," 6; "B," 4; "C," 2; "D," 0; and "F," -2. The use of these points permits the calculation of an average grade for a group of students.

Based on an extensive sampling, it was found that the correspondence-study students who later enrol for work on the Quadrangles receive an average grade in their residence work 0.41 point higher than the average for all residence students. Although the difference is numerically small, it is statistically significant. The conclusion from this study is that on the average the

correspondence students are slightly more successful than residence students in receiving good grades in courses. The data do not indicate the reason for this difference. Among the possibilities that may be suggested as contributing to the difference are the following: (1) the correspondence students may have a higher average native ability than the residence students, (2) the maturity of the correspondence students may be operating in their favor, (3) the correspondence students may be superior to the residence students in application and motivation, (4) the correspondence students who complete courses may be relatively a more highly selected group among all who attempt correspondence study than the residence students who complete courses are among all residence students.

#### INSTRUCTIONAL STAFF OF THE HOME-STUDY DEPARTMENT

*Sources from which staff is drawn* —The staff members who give courses in the Home-Study Department are drawn principally from two sources: (1) the Faculties of the University of Chicago, and (2) the faculties of other institutions and business and professional fields. The group drawn from the regular Faculties of the University may be divided into two classes, one composed of those who do some residence teaching on the Quadrangles, and the other of those who teach only in extension. Throughout this discussion

the distinction will be maintained between these three groups in the Home-Study staff: (1) those who are members of the University Faculties and teach on the Quadrangles as well as in Home-Study; (2) those who are members of the University Faculties, but teach only in extension; and (3) those who are not members of the University Faculties. The last-mentioned group is composed principally of the staff members of other educational institutions, but a few of those in this class come from business or professional fields.

In 1928-29, 66 per cent of those who taught in the Home-Study Department were drawn from the regular residence staff of the University (the first group listed above). The correspondence-study teachers who were members of the University Faculties but taught only in Home-Study or in Home-Study and University College (the second group listed above) constituted 14 per cent of the total staff in Home-Study. The remaining 20 per cent were drawn from outside the University Faculties. During the preceding ten years, members of the University Faculties who taught also on the Quadrangles comprised on the average two-thirds of the Home-Study staff, and the other two groups mentioned above each comprised approximately one-sixth of the staff.

There was some tendency during the decade preceding 1928 to decrease the percentage of staff members drawn from the regular University Faculties and to increase the percentage from outside sources. The

*Announcements* for 1930-31, however, show an abrupt change in this tendency, the percentage of Home Study staff members drawn from the University Faculties increasing sharply with a corresponding decrease in the percentage drawn from outside sources

The selection of staff members who give correspondence-study courses is always subject to the approval of the head or chairman of the department in which the work is given. Thus the heads or chairmen of academic departments have the same opportunity to assure themselves of the quality of the instructional staff in Home-Study that they have in the case of the staff offering the regular residence courses of the University

*Training*—Table 8 presents data showing the highest degrees held by the members of the Home-Study staff. For comparative purposes the same information is shown for the entire residence staff on the Quadrangles, and also for a group of other institutions engaged in correspondence work

The data of this table indicate clearly that the academic training of the Home Study staff compares favorably with that of the regular Quadrangles staff. It is apparent that the Home-Study Department is getting a relatively large share of highly trained instructors and a relatively small percentage of those whose training has not progressed beyond the first degree

*Academic ranks*—Table 9 presents data showing

the distribution of the Home-Study teaching staff among the various academic ranks. For purposes of comparison, the corresponding figures for the entire Quadrangles staff are presented. Comparative data

TABLE 8

PERCENTAGES OF RESIDENCE FACULTIES, OF HOME-STUDY STAFF,  
AND OF CORRESPONDENCE-STUDY TEACHERS IN OTHER  
INSTITUTIONS WHO HOLD VARIOUS DEGREES

HIGHEST DEGREE HELD	610 MEMBERS OF RESI- DENCE FACULTIES, UNIVERSITY OF CHICAGO	HOME-STUDY STAFF, UNIVERSITY OF CHICAGO				CORRE- SPOND- ENCE- STUDY TEACHERS IN OTHER INSTITUTIONS*
		86 Faculty Members, Teaching Also on the Quad- rangles	18 Faculty Members, Not Teach- ing on the Quad- rangles	26 Non- faculty Members	Total Home- Study Staff (130 Members)	
Ph D	54	64	39	61	60	36
Master's	16	21	17	23	21	28
Other higher degree	13	4	5	8	4	8
Bachelor's	15	10	11		11	19
None	2	1	28	8	4	9†

\* Data from Alfred Lawrence Hall-Quest, *The University Afield* (New York: Macmillan Co., 1926), p. 169

† Includes also those not indicating degrees held

are also given for a group of other institutions that engage in correspondence study.

This table shows that the part of the Home-Study staff drawn from the regular University Faculties compares very favorably on the basis of academic ranks with the residence instructional staff as a whole. It is clear that the Home-Study Department is obtaining its due share of the staff members of the higher



ranks. For the group drawn from outside the University Faculties the ranks indicated are those which they hold in their own institutions. This group has a

TABLE 9

PERCENTAGES OF RESIDENCE FACULTIES, OF HOME STUDY STAFF, AND OF CORRESPONDENCE STUDY TEACHERS IN OTHER INSTITUTIONS WHO HOLD VARIOUS ACADEMIC RANKS

ACADEMIC RANK	600 MEMBERS OF RESIDENCE FACULTIES UNIVERSITY OF CHICAGO	HOME-STUDY STAFF, UNIVERSITY OF CHICAGO				CORRESPONDENCE STUDY TEACHERS IN OTHER INSTITUTIONS*
		66 Faculty Members Teaching Also on the Quadrangles	18 Faculty Members Not Teaching on the Quadrangles	26 Non faculty Members	Total Home Study Staff (130 Members)	
Professor	31	35	22	35	33	37
Associate professor	11	20		15	16	13
Assistant professor	17	26	6	12	21	16
Instructor	18	14	39	23	19	16
Other†	22	5	33	15	11	9‡
None	1					11

\* Data from Alfred Lawrence Hall Quest, *The University Affair*, p. 167

† Includes lecturers, associates, assistants, and teachers in the laboratory schools

‡ Includes also those not indicating academic rank held

smaller percentage at the higher ranks, and a larger percentage at the lower ranks, than the group who are also teaching on the Quadrangles. No significant differences appear in the comparison with the teaching staffs of other institutions offering correspondence work.

It is difficult to compare the meanings of ranks as

between two institutions. The rank of associate professor or lower in the University of Chicago is frequently the equivalent of a full professorship at some other institution. This fact brings out more than ever the relatively unsatisfactory status of the group of Home-Study teachers who are drawn from outside sources. The question may be raised whether departments make the selection of Home-Study instructors who do no teaching on the Quadrangles on the basis of standards equivalent to those used in appointing residence teachers. It might be inferred from the facts presented that the heads or chairmen of departments are less critical of appointees whose sole connection with the University lies in their association with Home-Study work than they are of the members of their residence staffs. It would appear that the department heads or chairmen, upon whom the final responsibility for the approval of instructors rests, have relaxed their standards somewhat in making appointments to the Home-Study staff. If this is the case, the tendency within the past year or two to increase the percentage of regular staff members used in the Home-Study Department should be encouraged. In forming a judgment of the staff of this Department as a whole, however, it is desirable to recall that two-thirds of the instructors are members of the University Faculties who teach on the Quadrangles.

*Distribution of teaching load among instructors of various ranks and training*—In order to obtain an

adequate analysis of the teaching staff in Home Study it is necessary to know not only the qualifications of the members individually but also the distribution of the teaching load among those of various qualifications. The distribution of loads in Home Study, in terms of the number of courses taught, corresponds very closely to the distribution of individual teachers with reference to the three sources from which the staff is obtained. In 1929-30, 61 per cent of the Home-Study staff held the Ph D degree and taught 63 per cent of all the courses, 84 per cent held either the Ph D or some other higher degree and taught 85 per cent of the courses. In the same year 32 per cent of the Home Study staff held the rank of professor and taught 36 per cent of the courses, 72 per cent held ranks above instructor and taught 70 per cent of the courses.

It is clear from these data that the members of the staff who have superior qualifications carry their full share of the courses taught.

*Scholarly productivity*—Another measure of the quality of the Home Study staff is obtained by an analysis of the number of contributions to published literature made by this group. Such a measure is particularly applicable at the University of Chicago where research and scholarly productivity receive marked emphasis.

The data used in this analysis were obtained from the *President's Reports* for the ten years from 1919-20

to 1928-29, in which are given the titles of the publications written by each staff member reporting. Possibly a few of the members of the Faculties have not reported their scholarly productions, but in general the *President's Reports* may be considered an authentic record of the publications. It is recognized that this analysis takes no account of certain types of valuable research that do not result in publication of the findings. It is further recognized that there are some types of research that require years of work before the results may be published. As the analysis covers a ten-year period, however, the figures should be a fairly valid index of the scholarly productivity of staff members.

In making the analysis, publications were classified as books, articles, or reviews. For each staff member the number of productions of each kind was counted and the number of years each worked on the staff was determined. The average yearly production was found by dividing the total number of each kind of contribution by the total number of years of service during the period. Faculty members were classified into two groups (1) those who taught on the Quadrangles but did no extension teaching, (2) those who taught both in Home-Study and on the Quadrangles at some time during the period. In order to maintain strict comparability, faculty members were included in the first group only from those departments which gave some extension work during the period. The averages for

the first group furnish a standard for comparison of the productivity of the second group. The productions of the second group, those who taught in Home-

TABLE 10

AVERAGE ANNUAL PRODUCTION OF BOOKS, ARTICLES, AND REVIEWS OVER THE TEN-YEAR PERIOD FROM 1919-20 TO 1928-29 OF FACULTY MEMBERS WHO DID NO EXTENSION TEACHING AND OF THOSE WHO TAUGHT BOTH IN HOME STUDY AND ON THE QUADRANGLES

FACULTY GROUP	AVERAGE ANNUAL NUMBER OF PUBLICATIONS		
	Books	Articles	Reviews
All members of the University faculties who did no extension teaching*	0 15	1 41	0 41
All teachers who did Home-Study work at some time during the period	0 26	1 05	0 79
All teachers who did Home Study work at some time during the period, considering only the years in which they did Home Study work	0 21	0 97	0 72
All teachers who did Home-Study work at some time during the period, considering only the years in which they did not do Home-Study work	0 36	1 25	0 97

\* Includes only those who are members of departments by which some extension work was given during the period

Study at some time during the period, were analyzed further according to the years when they worked or did not work in Home-Study. Table 10 presents the data showing the average annual production of books, reviews, and articles for the various groups.

The data indicate that the Home-Study staff com-

pares very favorably with the members of the same departments, who do no extension teaching, with respect to the publication of books and reviews. Those who do no extension teaching tend to produce a larger number of articles. On the whole, the data show that the Home-Study staff is vigorous and productive. There is some indication in the table that teaching in Home-Study tends to reduce the amount of scholarly productivity, as these teachers produced on the average larger numbers of books, reviews, and articles in the years when they were not doing Home-Study work than they did in the years when they taught correspondence-study courses. However, the group of Home-Study teachers were on the average more productive of books and reviews during the years they were teaching correspondence-study courses than was the case with the other members of the same departments who did no extension teaching.

These comparisons must be interpreted with some caution, owing to the fact that the scholarly contributions are considered as of the years when they were published, not when they were originally written. Thus it is entirely possible that a book published in a year in which the author was not teaching in Home-Study was actually worked out and written during years when he was doing correspondence-study work. As the reverse is equally possible, it is probable that the averages do not greatly misrepresent the true condition. Bearing in mind this limitation, it appears

that the carrying of Home-Study courses may entail some sacrifice of the energy of staff members that might otherwise be devoted to one of the major objectives of the University. In spite of this conclusion, it must be recognized that the Home-Study group as a whole is a particularly able and energetic one, and does as much in the way of scholarly productivity as the comparable group of staff members who do no extension teaching.

#### COURSE OFFERINGS IN HOME STUDY

*The levels of work*—The courses offered by the Home Study Department may be classed roughly according to levels as non credit, high school credit, and university undergraduate credit. Non-credit courses, as their name implies, are those that are not intended to be used under any circumstances for secondary or college credit. The Home Study Department offers courses especially designed to serve college entrance requirement purposes. Regulations permit, and offerings provide, opportunities for the student to earn by correspondence all the high-school credits required for entrance to the College.<sup>2</sup>

The university-credit courses offered by the Home-Study Department are designed to serve in general three groups of students (1) those with not more

<sup>2</sup> The College at the University is the organization concerned with the work of the first two years of the undergraduate curriculum.

than eighteen majors<sup>3</sup> of credit, the courses at this level all bearing numbers from 101 to 199; (2) undergraduates with more than eighteen majors, these courses being numbered from 201 to 299; and (3) those with twenty-seven majors of credit who can also satisfy departmental prerequisites, these courses being numbered from 301 to 399. The numbering system of courses conforms to that in use on the Quadrangles. Preresearch problems and research courses are offered for certain students by correspondence when departmental advisers permit or approve, but the rules of the Graduate Faculty forbid the acceptance of correspondence credit toward the completion of requirements for higher degrees.<sup>4</sup>

As is the case on the Quadrangles, certain of the university-credit courses are designated as "limited credit." The regulations governing such courses, as published in the official announcements, are as follows: "(a) full credit is given only when these courses are taken among a student's first 18 majors, and the total number so taken may not exceed 9; (b) after a student has credit for 17½ majors but fewer than 27 they will not be credited at all." Credit earned in



limited credit courses may be used to meet college entrance requirements, although the courses are not designed primarily for the high school level.

Table 11 presents data showing the relative emphasis given by the Home Study Department to these

TABLE 11  
NUMBER AND PERCENTAGE OF HOME STUDY COURSES  
AT VARIOUS LEVELS IN 1928-29

Level	Number of Courses Offered	Percentage of Total
Non credit	12	2.6
High school	33	7.1
University credit	418	90.3
100-level	89	19.2
200-level	128	27.7
300-level	98	21.2
Level not indicated	103	22.2
Limited credit (included also in 100-level)	38	8.2
Total	463	100.0

different levels, in terms of the number of courses offered at each level during the year 1928-29.

This table shows clearly that the great majority of the courses are given for university credit. The number at the high school level is small, and an even smaller percentage of the offerings consists of non-credit courses. A large proportion of the courses do not indicate specifically the level for which they are

intended. Almost half of the total offerings are on the 200- and 300-levels, and are intended for students who have already completed two or more years of college work.

The registrations in subcollegiate courses have declined more than 50 per cent during the ten years from 1919 to 1928, that is, from 780 in 1919 to 384 in 1928. In the year 1928-29 the subcollegiate courses contained only 47 per cent of the total number of registrations, although 71 per cent of the courses were at this level. The decline in registrations of this type doubtless results from the abundance of other high-school opportunities, and indicates that the direct-service functions of the University at the high-school level are of less importance than they once were.

The fact that the courses of this type have declined materially in enrolment, coupled with the fact that work at the high-school level is not a part of the objectives of the University, leads to the recommendation that the giving of high-school credit courses by correspondence be abandoned. The only possible basis upon which such work should be continued is for the purpose of experimentation with the correspondence method at the high-school level. Unless the high-school courses in Home-Study are very definitely carried on in this spirit, they should be abandoned.

Courses at the 100-level (junior college) comprise almost one-fifth of the total offerings in Home-Study. With the rapid development of local junior colleges,

it may be that correspondence-study enrolments at this level may later show the same tendency to decrease that has appeared in the high-school registrations

*Departments offering correspondence-study courses* — Six departments offered thirteen non credit courses at some time during the ten year period from 1919-20 to 1928-29 Latin, Romance Languages (French), German, English, Mathematics, and Divinity<sup>5</sup> In 1928-29 four departments offered non credit courses Latin, Romance Languages, English, and Mathematics Since 1920-21 the Divinity non-credit courses have been offered as certificate courses

Ten different departments provided courses at some time during the ten year period that were designed especially for high school students. Economics, Commerce and Administration, Art, Greek, Hygiene and Bacteriology, History, Latin, English, Mathematics, and Geology The last five named offered high school courses throughout the entire ten-year period

Table 12 presents data showing the departments that in 1928-29 offered undergraduate courses in Home-Study and the number of courses offered by each

Of the departments listed in this table, all except four had given some courses each year for the preceding nine years Commerce and Administration, Phys-

<sup>5</sup> The various professional schools will be referred to as departments throughout this report

## UNIVERSITY EXTENSION

TABLE 12

DEPARTMENTS OFFERING UNDERGRADUATE COURSES  
IN HOME-STUDY DEPARTMENT IN 1928-29 AND  
NUMBER OF COURSES OFFERED BY EACH

Divinity	68
Education	57
English	50
Latin	20
Art	18
Germanic	18
Romance Languages—French	17
Mathematics	17
History	16
Greek	12
Botany	12
Philosophy	11
Commerce and Administration	11
Sociology and Anthropology	11
Romance Languages—Spanish	10
Comparative Literature	9
Psychology	7
Chemistry	7
Zoölogy	7
Economics	6
Astronomy	5
Geology	5
Political Science	4
Hygiene and Bacteriology	4
Social Service Administration	4
Home Economics	3
Comparative Philology	3
Romance Languages—Italian	2
Physics	2
Physiological Chemistry and Pharmacology	1
Library Science	1
Total	418

iology, Physiological Chemistry and Pharmacology, and Social Service Administration. The last named of these four was organized as a separate curriculum during the ten year period. Slightly more than 40 per cent of all the offerings listed are in three departments—English, Education, and Divinity. The number of courses listed in the natural sciences is comparatively low, owing to the fact that laboratory facilities are not at the disposal of most correspondence-study students.

It is interesting to note that so many courses are offered in foreign languages. Almost one-fifth of all the courses listed in 1928-29 were in Greek, Latin, French, Italian, Spanish, and German. It has been contended by some that foreign languages cannot be taught by correspondence, yet in Home Study even introductory courses are successfully offered in Greek, Latin, French, Italian, and German. Approximately 10 per cent of the students who have received credit in a beginning course in modern languages have continued their study of the language in residence in the University. Of these, none received a failing grade, and only one a "D" grade in residence in a language course. The average grade received in correspondence study is about one-half letter grade higher than the average of the grades received in later language courses in residence, the former being 4.9 and the latter 3.8.

*New courses*—The new demands arising from time

to time have been rather generously met by the addition of new courses to the Home-Study program. During the ten years from 1919-20 to 1928-29, a total of 599 courses were offered. The number of new courses added ranged from thirty-six in 1925-26 to fourteen in 1922-23. The departments that most consistently added new courses each year are English, Education, and Divinity. Seven departments offered no new courses during the nine years following 1919-20. In large part the new offerings represented replacements of old courses. Almost as many courses were dropped as were added, the total number offered in each year remaining approximately constant over the period.

#### QUALITY OF HOME-STUDY WORK

The data that have been presented in preceding sections of this report offer some valuable indirect evidence regarding the quality of the work done in the Home-Study Department. It has been shown that the students enrolled in correspondence study are on the average capable and compare favorably at practically every point with the residence students who attend classes on the Quadrangles. It has also been shown that the teaching staff in the Home-Study Department has qualifications that on the average are equal to those of the regular Quadrangles staff. From such data it may be inferred that the quality of work in Home-Study is at least the equivalent of that done in residence.

In this survey it has been thought advisable not to rest the entire case for the quality of Home-Study work on the basis of the evidence afforded by the qualifications of the students and the teaching staff but to seek some direct means by which the quality of Home-Study work may be compared with the quality of the work done on the Quadrangles. Three types of evidence are presented on this point, the first consisting of the reactions of correspondence students, the second being an analysis of the judgments of staff members who have had experience with both types of students, and the third being an investigation of the grades made by correspondence-study students.

The Home Study Department has recently asked all students completing correspondence courses to give their estimates of the relative value of the work by correspondence compared with residence instruction, and also their estimate of the relative demands on their time for the two types of work. A total of 2,706 responses have been tabulated by the Home Study Department, furnished by 123 students in high school courses, 2,477 students at the college level, and 106 students at the advanced level. A majority of the students at both the college and the advanced level, and almost half of those at the high school level, stated that their Home-Study courses had taken more time than similar residence courses. Less than 5 per cent of the entire group indicated that the correspondence work took less time than residence courses, the

remainder stated that the time requirement was about the same for the two types of work. A large majority of those responding stated that the correspondence work had been as valuable or more valuable than the residence work; only 3 per cent of the advanced students, 4 per cent of the college students, and 6 per cent of the high-school students indicated that the correspondence work had been less valuable than residence work.

In response to the inquiry among staff members who have had experience with both types of students, 90 per cent stated that they believed that Home-Study students do work of as high quality as students on the Quadrangles, and 85 per cent stated that they were of the opinion that the fact that Home-Study students are for the most part engaged in regular employment does not prevent their working to their full capacity. In comparing the more capable students of the two groups, 78 per cent of the instructors stated that the best students in correspondence work do about the same quality of work as the best students on the Quadrangles; 18 per cent believed that they do better work, and 4 per cent believed they do poorer work. Only 38 per cent of the instructors believed that the poorest correspondence-study students do work of lower quality than that done by the poorest students on the Quadrangles, 46 per cent were of the opinion that the poorest correspondence-study students do work of about the same quality as the poor-



est students on the Quadrangles, and 16 per cent believed that the poorest correspondence students do better work than the poorest students on the Quadrangles

A careful statistical study was made of the grades received by correspondence students. Two types of comparisons were made in this analysis (1) a comparison of the grades given in 1928-29 by fifty three instructors who taught both in Home Study and on the Quadrangles, computing separate averages for the Home Study and the residence grades, (2) a comparison of the grades made in Home-Study and on the Quadrangles by a group of students who had taken work both in Home-Study and on the Quadrangles

It is known that variation exists among the grading standards of almost any group of instructors. In order to keep this factor constant in analyzing the grades of the Home-Study students, the grades issued by fifty-three teachers who had taught during the year 1928-29 both in Home-Study and on the Quadrangles were averaged<sup>6</sup> separately for the Home Study and the Quadrangles students.<sup>7</sup> Comparison of these two averages affords a direct measure of the relative achievement of correspondence study and residence students

<sup>6</sup> In averaging the grades the following point scale was used: A, 6 points; B, 4 points; C, 3 points; D, 2 points; E, 1 point

<sup>7</sup> For a complete account of the method of making this analysis see C. O. Thompson *The Extension Program of the University of Chicago* (Chicago: University of Chicago Press) (In press)

These fifty-three instructors gave an average grade of 3.35 (somewhat below a "B") to their undergraduate students on the Quadrangles; to their students in Home-Study they gave an average grade of 4.28 (slightly above a "B"). Calculation shows that the difference between the two averages is statistically significant. In other words, the students in Home-Study were given significantly higher grades than the same instructors gave their students in residence.

It was also possible to make this comparison, holding constant not only the instructor but also the course, by limiting the base of the average to grades made in courses which an instructor gave both in residence and by correspondence during the year. The average grade given to students on the Quadrangles was 3.36, correspondence-study students taking the same courses under the same instructors during the same year were given an average grade of 4.38. The difference amounts to slightly more than one grade point and is statistically significant.

The second type of comparison involved the average grades received in Home-Study and on the Quadrangles by a group of 666 students who had worked both in Home-Study and on the Quadrangles during the two years 1927-28 and 1928-29. In these comparisons the factor of the student was held constant. This group of students had an average of 3.49 grade points for all their work done on the Quadrangles, they had an average of 4.46 grade points for all work

done by correspondence. The difference is almost one grade point and is statistically significant. In other words, this group of students tended to receive significantly higher grades in correspondence study than in residence, although their residence work was also distinctly above the general University average.

Enough cases were available to make the comparison on the constant student group by departments for seven departments. In this comparison not only was the factor of the student held constant, but also that of the department in which his grades were received. In the case of every comparison the average grades received in Home Study are higher than the average received in residence, and every one of the differences is statistically significant.<sup>8</sup>

The data that have been presented point unmistakably to the conclusion that the work done in Home-Study, as measured by the grades received by students, compares very favorably with that done in residence. The opinions of the instructors who are familiar with both types of work are strongly reinforced by the statistical study of the grades received by the Home Study students. So far as the available measures of attainment can be trusted, it cannot be denied that the students using the correspondence study plan achieve results that compare favorably with those obtained in the regular residence work of the University.

<sup>8</sup> For a complete statistical treatment of the data involved see C. O. Thompson *ibid*.

## FINANCING THE HOME-STUDY PROGRAM

*Actual payments, or contract costs* —The direct costs of the Home-Study program are financed wholly from the receipts from student fees. These direct costs include all the payments to instructors, expenditures for advertising, postage, and local administration. Certain overhead expenses that are not a part of the direct expenditures of the Department are carried by the general University budget. Among these items are the provision of office space, heat, light, and janitorial service, and the proportionate share of the general University administrative service. On the other hand, all the Home-Study students who have not previously matriculated in the University must pay the general matriculation fee. The receipts from this source do not go to the support of the Home-Study program but are turned into the general University funds. It seems entirely probable that the income produced by the matriculation fees paid by Home-Study students more than offsets the indirect expenses of the Department that are not charged against its budget.

Table 13 shows the amount of fees charged for various amounts of course work and the distribution of the fee receipts between the instructors giving the courses and the direct overhead expenses of the Home-Study Department.

The receipts from fees totaled \$107,846 54 during the year ending June 30, 1930. At the rate of pay in-

icated by Table 13 a total of \$56,432 58 was spent during the year for payments to instructors, including

TABLE 13

FEES AND THEIR DISTRIBUTION FOR PAYMENT OF EXPENSES  
IN THE HOME STUDY DEPARTMENT

FEES CHARGED FOR EACH TYPE OF REGISTRATION		PAYMENTS TO TEACHERS		BALANCE FOR OTHER DIRECT EXPENSES
Type of Registration	Amount	Amount of Service	Amount Paid	
One minor	\$12 50	20 lessons at \$0 40 Royalty	\$ 8 00 1 00	\$ 3 50
One major	25 00	40 lessons at \$0 40 Royalty	16 00 2 00	7 00
Two majors	47 00	80 lessons at \$0 40 Royalty	32 00 4 00	11 00
Three majors	65 00	120 lessons at \$0 40 Royalty	48 00 6 00	11 00
One examination on in- complete residence work	" 50	Grading paper	1 70	0 80
Lessons for one week of incomplete residence work	1 00	Grading papers	0 75	0 25
One minor renewal	2 50			2 50
One major renewal	5 00			5 00

stipends for the correction of papers and royalties on lesson outlines. In order to determine the total instructional cost, approximately \$3,500 00 expended for postage and lesson printing must be added.

It should also be noted that instructional expenses would have been considerably higher if all students

had completed all the lessons of the courses in which they were registered. During the year 1,745 registrations were dropped before the courses were completed. As in the case of residence courses, however, no refunds are made to students who drop courses before their completion. A study of the records in the Home-Study Department shows that students who drop their work before its completion on the average finish only 10 per cent of the lessons in the course for which they have enrolled and paid the fee. Thus, if all the 1,745 registrations that were dropped had been completed, the Home-Study Department would have been obliged to pay instructors for the correction of approximately 62,820 more lessons at forty cents each. The drop-outs thus released approximately twenty-five thousand dollars for other uses by the Department. This item is required in order to finance the correspondence work, for although an allowance is made in the fees for a percentage to be used for non-instructional purposes, this would not have covered all expenses if no students had dropped the work. In spite of this fact, the Home-Study Department and the instructors concerned try in every possible way to encourage completion of courses by students.

In 1930, \$24,935.07 was spent for administration, \$1,213 84 for office equipment and supplies, and \$23,591.01 for advertising, postage, and printing, making, with instructional salary expense, a total of \$106,444.06. This left a balance of only \$1,402.48. A

balance of approximately this size has been available during each of the ten years covered by the data available. If all students had completed all lessons, there would have been a deficit in 1930 of approximately \$23,500 00.

There is some evidence to indicate that the percentage of completions has increased slightly during the ten years just past. If this increase should continue or be accelerated during the next few years, it would soon absorb the slight balance and create an annual deficit unless some of the items of expenditure should be materially reduced. Upon the basis of forty cents per lesson for instructional costs the balance in 1930 would have been wiped out if only 3,500 more lessons had been returned for correction. This is only 5.5 per cent of those that were not completed. If, as seems reasonable, there be added to the instructional cost per paper five cents to cover postage and printed lesson outlines, it would have taken only 3,116 more lessons returned for correction to have absorbed the balance.

The question may be raised as to whether this method of financing the Home-Study program is conducive to the development of improved techniques that will increase the percentage of completions. The inferences from the method of financing are obviously that it is to the interest of the Home-Study budget to have a large percentage of students fail to complete courses. Careful investigation indicates that this

questionable method of financing has not actually operated up to this time to inhibit the Department from using every possible effort to encourage completions. The possibilities that are inherent in the situation, however, indicate that if the correspondence-study program is to be continued, it would be highly desirable, as soon as the finances of the University permit, to plan some method whereby the budget of the Home-Study Department would be unaffected by the percentage of completions.

*Real, or service-load, costs.*—The question of the real costs of the Home-Study program cannot be settled merely by consideration of the direct costs that have been discussed in the preceding paragraphs. It has already been pointed out that a large majority of the Home-Study instructors are members of the regular University Faculties and receive extra pay for the correspondence-study work in addition to their regular salaries. Unless the schedule of payments from the two sources corresponds closely to the distribution of time and energy of the staff member, the actual cost to the University of each service will differ from that indicated by the schedule of payments. An illustration may make the matter clear. Suppose a certain faculty member is paid \$4,000 per year as a regular salary for his work on the Quadrangles and receives in addition \$250 for work in the Home-Study Department. Suppose also that the Home-Study work absorbs 10 per cent of the time and energy of this staff



member, the remaining 90 per cent being devoted to his duties on the Quadrangles. Of the total salary of \$4,250, 10 per cent, or \$425, has evidently been used for the Home-Study work. Thus the real, or service-load, cost of his work for the Home-Study Department would be \$425, instead of \$250.

In order to make a computation of the service-load costs of the Home-Study work, each faculty member teaching any correspondence courses during the Winter Quarter, 1930, was asked to report the distribution of his time and energy among the varied series of activities that make up the round of faculty duties. A compilation of these data yields a basis for computing the service-load costs of the Home-Study program.<sup>9</sup>

Upon the basis of the estimates furnished by each instructor of the proportion of his time and energy devoted to the correspondence-study work, it is determined that the average cost of preparing the outline for one correspondence-study course is \$287.79, and the average cost of grading one correspondence lesson is \$1.14. These real, or service-load, costs may be compared with the nominal costs, or the payments actually made to the instructors for the service in Home-Study.

It was shown in Table 13 that each instructor re-

<sup>9</sup> For a detailed discussion of the techniques employed in analyzing the distribution of time and energy of faculty members and in computing the service-load costs, see C. O. Thompson, *ibid*.

ceives a royalty of \$2.00 per major registration as a payment for preparing the course outline. The average number of registrations during the lifetime of a course, figured over a period of years, is 153. The total payments for preparing the outline will therefore be, on the average, \$306 00, compared with \$287.79, the real, or service-load, cost. It thus appears that the Home-Study instructors are slightly overpaid for preparing course outlines, although the amount of overpayment is not large. It must be remembered that the figures mentioned above reflect the average situation only; there are many courses in which the number of registrations is fewer than 153 during the lifetime of the outline, and in such cases the total remuneration to the instructor for preparing the outline is less than \$306 00, on the contrary, there are some courses with many more than 153 registrations during the lifetime of the outline, and these are correspondingly more remunerative to the one who prepared the outline.

Table 13 showed that instructors are paid a uniform rate of forty cents each for grading correspondence lesson papers. The calculation of the average service-load cost for this service indicates a figure of \$1.14 per paper. Thus the true cost of this service is almost three times the amount assigned for the work by the University.

The calculation of the service-load cost may be put on the basis of the average cost of producing one

major of credit in Home Study With an average of 153 registrations during the lifetime of a course outline, the average service-load cost of preparing the outline for a major of credit would be \$287 79 divided by 153, or \$1 88 Each major course is divided into forty lessons, and the grading of the forty papers at a service load cost of \$1 14 each would amount to a total of \$45 60 The total instructional salary cost of a major of credit by correspondence, in terms of the proportionate share demanded of the total time and energy of the staff members, averages \$47 48 (\$1 88 for preparing the outline plus \$45 60 for grading the papers) This is much higher than instructional salary costs for courses of similar level on the Quadrangles, and much higher than the costs of residence work in other institutions of higher learning for which data are available

In the inquiry form on which the study of service load costs has been based the instructors were asked to compare the relative burden of teaching an undergraduate course on the Quadrangles with that imposed by the grading of the forty lessons for one student in a correspondence course An analysis of the replies indicates that the total burden imposed by one student in a correspondence study course ranges on the average from one third to one sixth of the burden imposed by teaching a course on the Quadrangles In other words, from three to six students in a correspondence study course involve as much of the time

and energy of an instructor, on the average, as is demanded by the teaching of an entire undergraduate course in residence. In terms of the time and energy of staff members the correspondence-study program is approximately the equivalent of a residence program carrying an average of six or fewer students per class.

These data reinforce the general conclusion that the true cost of the Home-Study program is very much greater than that of regular residence courses. The question may justly be raised as to whether the individual method of instruction which correspondence study provides produces results, as compared with other methods, commensurate with the true cost. Previous discussion has shown that the results, as measured by the grades given by instructors, are slightly better than those in residence study, yet these data do not indicate that the results are so greatly superior as to warrant the excessive cost of this type of instruction.

It should be fully recognized that an educational institution cannot and should not fail to offer work solely because of a high cost per unit. The fact that a major of credit in advanced mathematics, for instance, may cost three or four times as much as the average cost per major is not a sufficient reason for eliminating the mathematics. It may be essential to a type of education that is very important socially. But the case of correspondence-study work is some-

what different The individual method of teaching used in correspondence study reduces the energy of instructors that might be given to other work Individual instruction may be given by cheaper methods Other institutions are now very well prepared to give work by correspondence Although the evidence shows that the correspondence plan is educationally effective, it does not appear probable that it is two or three times as effective as other methods

There is also the possibility that the correspondence study offerings reach a student personnel that the University desires to attract and that cannot be served in any other way If this could be demonstrated, the disadvantages of high cost might conceivably be overbalanced While there is some evidence that the Home Study program serves some students who could not well take advantage of other forms of instruction, there is nothing to indicate that the University of Chicago has any peculiar responsibility for this group of students

CONTRIBUTIONS OF THE HOME STUDY DEPARTMENT  
TO THE MAJOR OBJECTIVES OF  
THE UNIVERSITY

Whether the University of Chicago should continue correspondence instruction is in part dependent upon the answer to the question whether correspondence study contributes directly to the recognized objectives of the University to an extent that makes it

desirable to ignore the fact of duplicating the services afforded by other institutions. Such duplication is not necessarily undesirable from the standpoint of the University. Moreover, the answer to the question whether the University should continue or develop graduate and post-professional courses is intimately related to its obligations to carry on pioneer work in methods of adult education and to render service to the professions. The problem of the extent to which the correspondence work of the University contributes to the recognized purposes of the University may be analyzed from several angles and upon the basis of several sets of data.

The Home-Study Department furnishes a considerable proportion of the students who matriculate in the University in any given year. Data showing the number of matriculants and the percentage of the total who matriculate through Home-Study are presented in Table 14.

Approximately 25 per cent of the students who matriculated in the University during the ten-year period covered by the table were contributed by the Home-Study Department. This does not mean, of course, that the Home-Study Department carried one-fourth of the teaching load of the University, as the number of course registrations is much smaller per student than in the case of residence work. A large number of those who matriculate through the Home-Study Department never carry any residence

work in the University. The records of those who matriculate through the Home-Study Department are not added to the permanent files in the Recorder's Office until such students register for residence work.

TABLE 14

NUMBER OF STUDENTS AND PERCENTAGE OF TOTAL WHO MATRICULATED THROUGH THE HOME-STUDY DEPARTMENT IN EACH OF THE TEN YEARS FROM 1919-20 TO 1928-29

YEAR	NUMBER OF MATRICULANTS		PERCENTAGE OF TOTAL MATRICULATION IN HOME-STUDY
	Total	In Home-Study	
1919-20	6,829	1,639	24
1920-21	5,942	1,545	26
1921-22	7,152	1,788	25
1922-23	7,045	1,551	22
1923-24	6,704	1,810	27
1924-25	6,528	1,893	29
1925-26	7,426	2,005	27
1926-27	6,688	1,544	23
1927-28	6,547	1,344	21
1928-29	6,004	1,398	23

A study has been made, based on a sampling of the permanent record cards on file in the Recorder's Office, to discover what percentage of all students had carried work by correspondence. Of the first 7,340 records examined, 670, or 9.1 per cent, showed some credit by correspondence. Of those students who received some credit by correspondence, almost exactly half (49 per cent) had later earned the bachelor's de-

gree The average amount of correspondence-study credit earned by those who had taken work in Home-Study was approximately two majors; 15 of the 670 students had accumulated Home-Study credits to the amount of nine majors or more, equivalent to at least one-fourth of all the credit required for the bachelor's degree

Of the 670 students who were found in the above-mentioned sampling to have had some work in Home-Study, 65, or almost 10 per cent, had earned credit in Home-Study after receiving the bachelor's degree. A total of 57 of these 65 had earned higher degrees in the University of Chicago. These higher degrees were distributed as follows: 47 master's, 1 Bachelor of Divinity, 1 J.D., 2 M.D., and 6 Ph.D.

Further study of these records shows that of the 670 students who had taken some work in Home-Study, 237, or 35.4 per cent of the total, had received transcripts presumably for the purpose of securing credit in some other institution. It may not be one of the objectives of the University of Chicago to prepare students for advanced standing in other institutions, but these figures do indicate that a large proportion of the correspondence students who finish the lessons of a course are doing so for serious purposes. The educational progress of the 670 students included in this analysis may be recapitulated as follows: 49 per cent received bachelor's degrees from the University of Chicago; 10 per cent received advanced degrees from



the University, 35 per cent transferred their records and presumably studied in other institutions. Some of the remainder are still pursuing courses and may yet receive degrees. The data indicate that the correspondence study students are on the whole relatively persistent in their pursuit of an academic degree.

Another study of the permanent record cards on file in the Recorder's Office was made to determine the extent to which students who have taken work on the *Quadrangles* began work through the Home Study Department. In a random sampling of 2,100 records, it was found that 40, or 19 per cent, of the students made their first curricular contacts with the University by means of courses in the Home Study Department. Although the number is relatively small, it is important to note that these students proved to be more successful in earning degrees than those whose first contact with the University was in residence work on the *Quadrangles*. This is evident from the fact that 24 per cent of those who have received bachelor's degrees from the University of Chicago did their first work in the University through the Home Study Department, in other words, 19 per cent of the entrants furnished 24 per cent of the graduates.

In addition to the service rendered to non residence students, the Home Study Department also renders two types of service to residence students. It frequently occurs that students who need certain courses

for their sequences are unable to take them in residence at the proper time because of schedule difficulties. Such students are able, however, to take the courses by correspondence, and are thus not delayed in their programs.

A second, but relatively minor, service rendered residence students by the Home-Study Department is the provision for the completion of residence courses by correspondence. The regulations of the University forbid the giving of final examinations to residence students before the date set for the examination. Particularly in the Summer Quarter students in considerable numbers are compelled for various reasons to withdraw from their residence work before the end of the term. In such cases it is possible for the student to arrange for the completion of the course through the Home-Study Department. During the ten years from 1919-20 to 1928-29 an annual average of 359 students registered in Home-Study for the completion of residence courses. It should be noted that this is a service that is not typical of the extension programs in other universities.

#### FUTURE FUNCTIONS OF THE HOME-STUDY DEPARTMENT

Whatever questions might be raised concerning the justification for offering correspondence service as a means of individual instruction, the basis for judgment as to whether the work should be continued

would be considerably changed if the correspondence work were serving research and investigative purposes in the field of educational method. There is little or no evidence that the correspondence-study program is now serving such purposes. Because of the fact that the correspondence study program makes heavy drains on the time and energy of staff members, it seems entirely reasonable to suggest that this expenditure of time and energy can be justified only if the correspondence work itself is used as laboratory material for conducting research in methods of instruction. This research should be of a type that will result in publication and, presumably, in ultimate contribution to the practical procedures that may be followed by the two hundred or more institutions in the United States that are engaged in correspondence work. Certain phases of correspondence study for purposes of individual service may well be placed in the University of Chicago in a position similar to the production of farm crops in an experimental and research project carried on by an agricultural experiment station. The crops produced and sold are a by-product, a salvaging from the cost of the research. If the University of Chicago made certain elements of its correspondence study the subject of research, the service function of these elements would become a subsidiary, although a valuable by-product. If funds permit, instruction by correspondence at the junior-college level and perhaps at the senior college level

may well be carried on for purposes of research with incidental individual service.

The functions of correspondence study in graduate work, in certain types of research, and in providing further training to keep professional men abreast of their fields demand research activity even more insistently than does study of correspondence methods on other levels. Although work of graduate character is carried on by correspondence in some institutions, no careful study has as yet been made of the most effective procedures in work of this type. Isolated instances and expressions of opinion seem to indicate that for some types of graduate work certain elements of the correspondence plan are peculiarly well adapted. The whole problem of providing training for professional men that will keep them abreast of their professions is still an uninvestigated field. Inasmuch as in many instances such persons find it entirely impossible to absent themselves from their regular work, the possibility of a form of instruction containing some elements of the correspondence plan suggests itself. Yet it is clear that the forms and techniques of correspondence study thus far developed in connection with the lower levels of work are inappropriate to instruction of an advanced type. The University of Chicago might very profitably pioneer in discovering forms through which service of this character may be rendered. The University owes a service to professional men that is in complete har-

mony with its general purposes, appropriate methods and forms for work of this kind may be discovered only by research of the most exacting and difficult type

If, as suggested, the correspondence study work of the University of Chicago were for the most part placed upon the basis of research, considerations of cost would assume an altogether different relation from that which they occupy when direct individual service is the major objective of such work. Whether the University should undertake a program of research of this character is, of course, in part determined by the availability of funds for this purpose. It seems clear that such activity cannot be prosecuted effectively upon a basis which requires that it be financed entirely from student fees. The attitude of the faculty members toward this type of research is also a factor to be taken into account.

Some members of the Faculties have expressed to the survey staff the opinion that the real motive behind the participation in correspondence instruction by members of the teaching staff is the opportunity afforded by this work for the earning of additional remuneration. By some of these critics the teaching of correspondence-study courses is designated as "hack-work." To the extent that this criticism is true, correspondence-study teaching is unworthy of a place in the University program. The adoption of a policy of carrying the Home-Study instruction as a

part of the regular teaching load without additional remuneration would afford a test of the extent to which faculty members regard this work as being on a par with their other academic duties. The development of the Home-Study program as a vital project in educational experimentation would go far toward removing the stigma of "hack-work."

Consideration of the quality, the levels, the service, and the cost of correspondence work at the University of Chicago was intended to contribute to answering the question whether the University of Chicago should continue the Home-Study program with direct instructional service as its principal objective. The data that have been presented suggest that this question should be answered in the negative. The University of Chicago can neither afford nor does it desire merely to duplicate the services provided adequately by other institutions for direct individual instruction through the correspondence method.

The survey staff suggests that the future functions of the University of Chicago in correspondence work should lie in investigation looking toward improvement of this plan of instruction at the undergraduate level and in both research and direct service with respect to the use of some elements of the correspondence plan for graduate instruction and educational aid to professional groups. In essence this suggestion means that every instructor giving correspondence-study courses would be in reality an investigator of

educational method engaged primarily in experimenting with the adaptation of the materials in his own subject-matter field to the correspondence study plan of instruction. The whole program of correspondence work should be conceived as an educational experiment looking toward the improvement of old methods and the establishment of new techniques in this field. Unless this view is taken, the continuation of the Home-Study plan is unjustifiable.

If it be assumed that in the future the correspondence work at the University of Chicago should be regarded primarily as a field for research and investigation, problems of administration and control arise that have previously not existed. While the departments have in the past had a more or less theoretical concern with the correspondence loads carried by their instructors, this concern and interest have by no means been comparable to departmental interest in research and publication or even in residence instruction on the same levels as those occupied by correspondence study. If correspondence work should be developed primarily for purposes of experimentation, the research projects that would inevitably be formulated would be ventures much more intimately related to the interests of the departments and subject to their direction than has been the case with correspondence study for purposes of direct individual service. It is probable that in such work a central administration should exercise the functions of a co

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ordinator of a series of related projects and act as a service agency to these projects in attending to the mechanical and routine processes of securing students with which the experimentation might be carried on. Further, having obtained tentative results through experimental projects, the central administration might well free the immediate directors of the projects from some of the more or less routine burdens involved in testing the results in actual practice.

The articulation of the correspondence-study program with the new educational plan at the University of Chicago is a matter that demands careful consideration in the analysis of the future functions of the correspondence work. The New Plan is based on the theory that the manner by which a student acquires his education is unimportant. The student chooses whatever means seem most adapted to his own educational ends. The function of the University is to provide a variety of means and methods of acquiring education, and finally to examine and make certain that the student really has acquired the understandings basic to an education. Immediately there arises the problem whether or not correspondence courses are to furnish one of the means by which the student is permitted to acquire his education.

The New Plan has involved a large amount of rearrangement and readjustment of the subject-matter courses as given on the Quadrangles. If the Home-Study program is to articulate closely with the New

Plan, it is clear that the courses given by correspondence must be approximately the same as those given in residence. This will involve a large amount of change in the present course outlines, many of the outlines in use at present will have to be discarded and replaced by new outlines.

The need for articulation between the Home-Study program and the New Plan on the Quadrangles reinforces the need for a changed conception of the administrative functions connected with this service. If the New Plan is to be effectively served by the correspondence-study method, it is more than ever imperative that the instructional departments have a direct and immediate concern with the development of the program.

Finally, the relation of the Home Study program to the New Plan adds a new phase of experimentation to the correspondence-study work. It will be very important to determine the relative effectiveness of correspondence-study courses and residence courses in meeting the objectives of the New Plan. Since the Plan is itself regarded as an experiment, it is absolutely necessary that the correspondence study program, if continued, also be viewed as an experiment, and that those who give the courses consider the work as a bit of investigation in the field of educational method.

## CHAPTER III

### UNIVERSITY COLLEGE

University College is the name given to the organization which arranges and supervises the conduct of classes offered in the down-town teaching center and on the Quadrangles at more or less irregular hours. This organization also conducts a program of public lectures down town, although this is a minor part of the entire work of the unit. In this chapter there will be presented first a brief discussion of the services rendered by University College, followed by a section devoted to the administration of this unit. The program of public lectures will be analyzed in the third section of the chapter. The remaining sections will be devoted to the analysis of the class-teaching program; this phase of the work will be discussed under such headings as: the student personnel, the instructional staff, the course offerings, the quality of the work, the financing of the program, the contributions of University College to the major objectives of the University, and the future functions of University College.

#### SERVICES OFFERED IN UNIVERSITY COLLEGE

It has been pointed out in the preceding paragraph that two distinct types of service are offered in Uni-

versity College the program of class teaching, and the program of public lectures. The relations of University College to full time residence work and to the major objectives of the University as a whole differ somewhat from the relations of correspondence study to these phases of University life. University College was founded and intended as an integral part of the residence instructional program, for the purpose of catering to special groups of students at times of the day when the usual activities of the Quadrangles are suspended or at a low ebb. It is only for the convenience of the students enrolled that the greater part of the class work under the auspices of University College has been transferred to the down-town center rather than given on the Quadrangles. Although the program is under a separate administration from that of the residence instruction on the Quadrangles, the class work is now an "extension service only in a technical sense. Except for the facts that library facilities are not so convenient as on the Quadrangles and that practically the entire student group is on a part time basis, the class work of University College is, in essential respects, residence instruction. A limitation has been placed on the amount of credit from University College that will be accepted toward the master's degree.

Table 15 presents data showing the number of students and registrations during the twelve years from 1919-20 to 1930-31.

The data of the table show that there have been important increases in the enrolments in University College over the period since 1919-20. The greater part of the increase came in the early years of the

TABLE 15

NUMBER OF STUDENTS AND REGISTRATIONS IN UNIVERSITY COLLEGE IN EACH OF THE TWELVE YEARS FROM 1919-20 TO 1930-31

Year	Number of Students	Number of Registrations
1919-20	1,816	4,589
1920-21	1,892	4,679
1921-22	1,963	4,907
1922-23	2,318	6,093
1923-24	3,143	7,509
1924-25	3,438	8,380
1925-26	3,680	8,263
1926-27	3,493	7,912
1927-28	3,601	8,152
1928-29	3,754	8,782
1929-30	3,824	8,822
1930-31	3,654	8,094

period, the numbers of students and of registrations not showing much variation during the years following 1924-25. The latest year shown, 1930-31, has a slight decline from the preceding year in both numbers of students and of registrations. The data show clearly that the class-teaching service of University College reaches a large group. In recent years slightly more than one-fourth of all the different students

enrolled in the University of Chicago have been registered in University College classes

University College bears a definite, but somewhat restricted, relation to the general objectives of the University as a whole, as it is primarily designed to serve only one of the major objectives of the University, educational service to the city of Chicago and the immediate metropolitan area. Its classes are attended for the most part by persons living in the city or its immediate vicinity who cannot undertake to carry a full University load.

#### ADMINISTRATION OF UNIVERSITY COLLEGE

The activities of University College, as of all other units of the University, are under the final control of the Board of Trustees of the University. The financial and educational aspects of the program are administered as they are in other units of the University. The administrative head of University College is known as the Dean. The responsibility of selecting members of the instructional staff rests with the Dean of University College and the heads or chairmen of the departments and the deans of the several schools on the Quadrangles, no staff member is appointed who is not approved both by the Dean of University College and the head or chairman of the department or dean of the school concerned.

The line of responsibility in University College is from the teaching staff, or office force, to the Dean of

University College, thence to the President, and finally to the Board of Trustees. The Dean and the Bookstore manager control co-operatively the down-town branch of the Bookstore, and the Dean and the rental library director co-operate in the control of the down-town rental library. The Business Office and the Comptroller's Office of the University have control of the financial aspects of University College in the same way as they control the similar aspects of the other units of the University.

The offices of University College, which are located in one of the buildings on the Quadrangles and in the down-town teaching center, are reasonably well equipped. The greater part of the class work is carried on in rented quarters down town, located in the Gage Building at 18 South Michigan Avenue. The classrooms are reasonably well adapted to teaching purposes and teaching equipment is provided in an increasing amount. During afternoons and evenings students have access to a well-lighted reading room and a reference library which provide conditions suitable for study.

A few courses, especially those of a laboratory type, are given on the Quadrangles. Certain courses offered in co-operation with the American Institute of Meat Packers are held at the Stock Yard Inn, Union Stock Yards. A few classes have been held in neighboring cities and suburban centers. The public lectures are given in the Art Institute on South Michigan Avenue.



Students register in University College much as they would for residence work. A representative of the Examiner's Office and departmental counselors are present during the registration period to render any assistance desired. Students are not given an opportunity to confer directly with instructors in advance of registration, this is the principal difference between the registration procedures for University College and for residence work. The classes are held for the most part in the late afternoon and evening hours of Monday, Tuesday, Wednesday, Thursday, and Friday, and on Saturday morning. These hours have been adopted as most convenient for those who are engaged in teaching or in business.

In the preceding chapter attention was called to the fact that the published *Announcements* of the Home Study Department are not well co-ordinated with those of other divisions of the University. Essentially the same criticisms may be made of the *Announcements* of University College. The administration is taking steps to correct this difficulty.

#### THE PUBLIC LECTURE PROGRAM

The public-lecture program is one of the few instances in which the extension work of the University of Chicago partakes of the general nature of the programs as developed in state universities. The public-lecture service is offered to business and professional persons who desire to keep pace with the progressive

steps that are taken in their respective fields and to the members of society in general who feel the need of a broader understanding of cultural and current interests. This service was first started in March, 1926, and has grown during the succeeding five years to con-

TABLE 16

NUMBER OF LECTURES AND LECTURE SERIES, AND ATTENDANCE AT LECTURES, FROM MARCH, 1926, TO JUNE, 1930, CLASSIFIED ACCORDING TO THE FIELD IN WHICH GIVEN

Field	Number of Series Given	Total Number of Lectures	Number of Lectures Repeated	Total Attendance	Average Attendance per Lecture
Humanities	20	167	18	53,059	318
Biological sciences	7	86	21	11,950	139
Physical sciences	1	20	10	6,765	338
Social sciences	13	93		13,129	141
Commerce and administration	5	42		7,633	182
Law	1	5		518	104
Total	47	413	49	93,054	225

siderable proportions, both with respect to the extent of the program and the variety of the themes presented

*Extent of the program.*—Table 16 presents data showing the number of lecture series given, the total number of lectures, the number that were repetitions of former lectures, and the attendance at the lectures, during the period from March, 1926, to June, 1930.

Approximately 40 per cent of all the lectures given

and more than half the total attendance at lectures has been in the field of the humanities. Only one series has been given in the physical sciences, although this series was given twice and had a relatively large average attendance. The average attendance for all lectures, 225, indicates a marked interest in this type of program.

The largest average attendance, 493, at any lecture series given during the period was at that on "Contemporary Italy," a historical lecture covering the period from Cavour to Mussolini. A literary topic, 'Leading Types of Fiction,' with an average attendance of 486, was next. Two lectures on 'Philosophy as a Way of Life in America' and "Great Philosophers" ranked third and fifth in size of attendance, while a literary topic, "Five Old Poems," ranked fourth. When the next five in the rank order of attendance are considered, three literary topics, "Nineteenth Century Leaders in Literature," 'Contemporary Literary Leaders,' and "The English Novel since the War," are at the top of the list, while "The Nature of the World and of Man," the general survey course in science, and "American Emotions," which may be classified perhaps as philosophical, fall next in order. Lectures on phases of the business and financial world have been well attended but not strikingly so. The attendance at lectures on various aspects of health has been relatively small.

*Lecturers* —During the period from the inaugura

tion of the work to June, 1930, 88 per cent of the lecturers were drawn from the staff of the University of Chicago. The remainder were drawn from the business and financial world, hospital staffs, health departments, and social organizations. Thirty-one University departments provided lecturers for the lecture program, the number from each department ranging from one to eighteen. The emphasis given by the lecture service is indicated somewhat by the fact that the History Department furnished eighteen lecturers, the English Department, thirteen, and Divinity, ten.

*Costs*—The cost of the lecture service is borne by the sale of tickets. Lecture-series tickets are sold at \$3.00 for a ten- or eleven-lecture series, or \$1.50 for five or six lectures. The average cost per lecture to purchasers of series tickets is \$0.30. Single admission tickets are \$0.50. The sales in 1930 amounted to \$9,484.12. The lecturers were paid \$2,150.00, leaving a balance of \$7,134.00 for the expenses of rent, printing, advertising, and general overhead. It is entirely probable that this balance would practically disappear if charges were made for these indirect expenses.

*Executive control*—It seems entirely appropriate that the administration of the lecture-service program and the administration of the extension-class work of University College should be combined under a single head. The contacts made during the process of acquainting students with extension-class opportunities and the acquaintance with the city which

such work requires are similar to the contacts and familiarity demanded in promoting a lecture program of the educational type which University College offers

*The function of the public lecture service* —The field of service that the public lecture program is intended to cover is distinctly not of a type that is normally associated with university instruction. It occupies the border territory between formal instruction and cultural entertainment. That there is need for such service is evidenced by the success of the program. Participation in such work on the part of University staff members should promote wider appreciation of the viewpoints and interests of non academic people and should also stimulate faculty members to carry over into their classroom work the vitality and interest that are necessary for success in the public lecture field.

#### STUDENT PERSONNEL OF UNIVERSITY COLLEGE

*Geographical distribution* —The class instruction in University College by its very nature is limited to students in the Chicago metropolitan area. In 1929-30 only 5 per cent of the students lived more than twenty-five miles from the down-town center where the classes are given, and only 1 per cent of the students lived at a distance as great as fifty miles. The average distance that the students lived from the down town classrooms was eleven miles.

*Age and sex.*—Women have always predominated in the enrolments in University College. During recent years only about one-fourth of the students have been men, and the proportion has been somewhat similar to this throughout the history of the organization. The courses appeal strongly to teachers, and, as the great majority of teachers are women, it is to be expected that the women students would greatly outnumber the men.

The average age of all students in University College is slightly over thirty years, the average for men being twenty-nine and that for women thirty-one. Only 31 per cent of the University College students are under twenty-six years of age, and almost one-fifth are more than forty years of age. The maturity of the student body is closely associated with the fact of employment. It is to be expected that this student body would be somewhat older on the average than an ordinary college group.

*Previous educational experience.*—An investigation has been made of the previous academic training of the students who enrol in the classes at University College. A questionnaire was submitted to the students registered in the Autumn and Winter Quarters of 1929-30, asking them, among other items, to indicate the amount of their previous school work. Replies were received from 2,315 students, of whom 110 did not give this information. This left 2,205 cases upon which the analysis of previous educational experience could be based. Table 17 shows the per-

centage of these 2,205 students who had attained various educational levels at the time the survey data were gathered

This table shows that the proportion of University College students who are not high school graduates, although numerically small, is larger than the cor

TABLE 17

PERCENTAGE OF 2,205 UNIVERSITY COLLEGE STUDENTS WHO HAD ATTAINED VARIOUS EDUCATIONAL LEVELS

	Percentage
Not high-school graduate	3.6
High school graduate	96.4
Some college work	86.2
More than two years of college work	73.3
Baccalaureate or other degree	39.3
Higher degree	8.8

responding percentage for Home Study (see Table 7) and very much higher than the proportion that is typical of the student body on the Quadrangles. On the other hand, a relatively large percentage of University College students have had two years or more of college work, and almost two fifths already have a baccalaureate or higher degree. At the time the survey data were gathered, graduate credit in University College courses was accepted toward higher degrees at the University of Chicago,<sup>1</sup> and doubtless many of

Work in University College is accepted in satisfaction of the requirements for the degree up to a maximum of four majors but does not reduce the period of residence work in the Quadrangles below two quarters. —*Graduate Handbook* (1930), p. 10

these students who are working at the graduate level will later use their credits toward the completion of requirements for a graduate degree.

*Size and type of high school attended*—Slightly more than one-third of the University College students were graduated from high schools that had enrolments of one thousand or more pupils, and approximately half of the students came from high schools of more than five hundred pupils. Two-fifths of the University College students are graduates of public high schools in Chicago, 45 per cent are graduates of public high schools outside of Chicago; and 15 per cent are graduates of private high schools and academies. In general, it may be stated that the great majority of University College students come from types of high schools that have in the past furnished the most capable residence students at the University of Chicago.

*Classification.*—Table 18 presents data showing the classification of the students in University College over a twelve-year period from 1919-20 to 1930-31.

This table shows a steady decline in the proportion of unclassified students enrolled, the percentage decreasing during the twelve-year period from 48 to 16. The table also shows that the percentage of students enrolled at the junior-college level has barely maintained itself, although the last year has the largest percentage of any of the years shown. On the other hand, the number of students carrying work at the senior-college level has increased from 18 per cent of



the total student body to 32 per cent, and the proportion pursuing graduate work from 19 per cent to 35

TABLE 18

DISTRIBUTION OF UNIVERSITY COLLEGE STUDENTS AT THE  
VARIOUS LEVELS DURING THE TWELVE YEARS  
FROM 1919-20 TO 1930-31

YEAR.	NUMBER AND PERCENTAGE OF STUDENTS REGISTERED AT EACH LEVEL								TOTAL NUMBER
	Unclassified		Junior College		Senior College		Graduate		
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
1919-20	874	48	265	15	325	18	352	19	1,816
1920-21	930	49	263	14	359	19	340	18	1,892
1921-22	894	46	248	13	439	22	382	19	1,963
1922-23	928	40	288	12	607	26	495	22	2,318
1923-24	1,290	41	382	12	762	24	709	23	3,143
1924-25	1,326	39	458	13	851	25	803	23	3,438
1925-26	1,180	32	525	14	1,044	28	951	26	3,680
1926-27	902	26	466	13	1,102	32	1,023	29	3,493
1927-28	913	25	510	14	1,115	31	1,063	30	3,601
1928-29	939	25	493	13	1,180	32	1,142	30	3,754
1929-30	844	22	497	13	1,177	31	1,306	34	3,824
1930-31	584	16	627	17	1,166	32	1,277	35	3,654
Average	967	32	419	14	842	27	820	27	3,048

per cent. The conclusion that University College emphasis is increasingly upon the senior-college and graduate levels seems justified, 67 per cent of the student body in 1930-31 being in this group. It is apparent that University College is realizing one of the

objectives of the University of Chicago by affording service to more advanced students.

*Mortality*—Of a sampling of 1,824 students who had worked in University College, 228 began courses in the College but did not complete them. Of those who failed to complete courses, 189 different students, or approximately 10 per cent of the sampling, had not completed one course, 2 had five courses not completed. The total number of incompletes is 12.5 per cent of the sampling. Some further light is thrown on mortality in University College by the marks issued by instructors in 1929-30. Of the 6,829 registrations during the year, 85 per cent were passed, 8 per cent were not completed, 2 per cent were dropped, 1 per cent failed, and 4 per cent were registrations by visitors who did not desire credit but enrolled for the purpose of securing assistance upon individual problems.

*Degrees sought*—In the previously mentioned (see page 84) questionnaire inquiry, information was sought regarding the degrees toward which the students were working. It was found that 77 per cent of the students were definitely working toward degrees. The great majority of those who were not working toward degrees were either unclassified students or students who already had degrees.

*Available time for study*.—Another factor to be taken into account in the consideration of the student personnel is the amount of time available to them for

study Obviously much of the students' time will be consumed with their occupational duties and with traveling to and from their classes in University College A study of the occupational load of the average University College student shows that he spends 9 6 hours per day in his employment, including the time spent in traveling to and from the place of employment This amounts to 52 8 hours per week of 5 5 days, or 633 6 hours during the academic quarter of 12 weeks In traveling to and from his University College classes, the average student spends 2 4 hours per week, or 28 8 hours in the quarter In other words, he spends approximately 662 hours each quarter because of his employment and travel necessary to attend classes

In a study made by a faculty student committee of the University, it was found that the average full time undergraduate student on the Quadrangles spends 144 hours per quarter in preparation and class attendance per major If the average University College student spends 144 hours per quarter on each major, 806 hours per quarter will be consumed in his employment, travel, and University College class work This would be equivalent to 67 hours per week, or approximately 11 hours per day for a six day week If a student of average ability carried two majors in University College, he would require a total of 950 hours per quarter, 79 hours per week, or 13 hours per day

Before a student in University College is permitted to register for more than one and one-half majors, the regulations require that he have an interview with the Dean. Permission to carry more than one and one-half majors is granted only after a careful analysis of the circumstances of the case, taking into account the previous achievement of the student. A load of three majors is rarely approved; most of those who carry three majors of work are not engaged in full-time employment.

*Academic standing of University College students when they take courses on the Quadrangles.*—A direct measure of the ability of University College students can be obtained by comparing the average grades which they receive when they take courses on the Quadrangles with the average grades received by all Quadrangles students. An extensive sampling of the grade records reveals the fact that the average grade<sup>2</sup> received by University College students in work taken on the Quadrangles is 0.52 grade point higher than the average for all Quadrangles students. The difference is statistically significant. When the comparison is made on the basis of graduate records only, the difference becomes very small, only 0.11 grade point, and is in favor of work done by regular Quadrangles students rather than by University College students. The difference is not statistically significant, however

<sup>2</sup> For a description of the point scale used in averaging grades, see page 28

The conclusions from this study are that the undergraduate University College students receive grades that are slightly superior to those made by the students on the Quadrangles, at the graduate level there is no significant difference in the average grades received in course work by the two groups

#### INSTRUCTIONAL STAFF OF UNIVERSITY COLLEGE

*Sources from which staff is drawn*—The teaching staff of University College in 1928-29 consisted of 165 persons. This was more than twice the number employed in the year 1922-23. The teaching staff is drawn from two principal sources (1) the Faculties of the University of Chicago, and (2) the faculties of other institutions and business and professional groups. In 1928-29, 84 per cent of the members of the teaching staff were drawn from the University Faculties, and only 16 per cent came from outside. The distribution of the teaching staff among these two groups varied somewhat over the period from 1919-20 to 1928-29. The extremes are represented by the year 1921-22, when 90 per cent of the staff members were drawn from the University Faculties, and the year 1926-27, when the percentage dropped to 80.

It is evident that the great majority of the teachers in University College are drawn from the regular teaching staff on the Quadrangles. There has been a slight tendency in recent years to increase the per-

centage of staff members drawn from outside the University Faculties. Some of those brought in from outside have formerly been members of the University Faculties; others have been added to the staff for the giving of special courses.

TABLE 19

PERCENTAGES OF RESIDENCE FACULTIES, OF UNIVERSITY COLLEGE STAFF, AND OF EXTENSION-CLASS TEACHERS IN OTHER INSTITUTIONS WHO HOLD VARIOUS DEGREES

HIGHEST DEGREE HELD	620 MEMBERS OF RESI- DENCE FACULTIES, UNIVERSITY OF CHICAGO	UNIVERSITY COLLEGE STAFF			EXTENSION- CLASS TEACHERS IN OTHER INSTITU- TIONS*
		139 Members of the Regular Faculties	26 Non- faculty Members	Entire Staff of 165 Members	
Ph D	54	48	31	46	30
Master's	16	30	35	30	23
Other higher degree	13	3		2	13
Bachelor's	15	17	19	18	18
None	2	2	15	4	17†

\* Data from Alfred Lawrence Hall-Quest, *The University Afield* (New York: Macmillan Co., 1926), p. 162.

† Includes also those not indicating degrees held.

*Training.*—Table 19 presents data showing the highest degrees held by the members of the University College instructional staff who were teaching in 1928-29. For comparative purposes the same information is shown for the entire residence staff on the Quadrangles, and also for a group of other institutions engaged in extension-class work.

This table indicates that the University College in-

structional staff is on the whole not so mature as the regular University Faculties. The percentage holding the Ph D degree is higher for the residence Faculties than for the University College staff, and the latter has the higher percentage of teachers whose training has not progressed beyond the first degree. The non faculty members on the University College staff are particularly deficient when measured by the criterion of degrees held.

It is recognized, of course, that a mere listing of the degrees held does not answer all the questions that might be raised concerning the training of the staff. There is some ground for the opinion that the teaching staff in University College needs certain special qualifications that are relatively unimportant for the Quadrangles staff. The data of the table do indicate, however, that care will need to be exercised in the selection of those who teach in University College if the work is to be kept strictly on a par with that on the Quadrangles. This is especially necessary in view of the relatively extensive program of graduate work being given in University College.

*Academic ranks*—Table 20 presents data showing the distribution of the University College teaching staff among the various academic ranks in 1928-29. For purposes of comparison, the corresponding figures for the entire Quadrangles staff are presented. Comparative data are also given for a group of other institutions that are engaged in extension class teach

ing. The ranks indicated for the members of the University College staff who are not members of the University Faculties are the ranks they hold in their respective institutions

TABLE 20

PERCENTAGES OF RESIDENCE FACULTIES, OF UNIVERSITY COLLEGE STAFF, AND OF EXTENSION-CLASS TEACHERS IN OTHER INSTITUTIONS WHO HOLD VARIOUS ACADEMIC RANKS

ACADEMIC RANK	620 MEMBERS OF RESI- DENCE FACULTIES, UNIVERSITY OF CHICAGO	UNIVERSITY COLLEGE STAFF			EXTEN- SION CLASS TEACHERS IN OTHER INSTITUTIONS <sup>1</sup>
		139 Members of the Regular Faculties	26 Non- faculty Members	Entire Staff of 165 Members	
Professor	31	24	4	21	21
Associate professor	11	16		13	9
Assistant professor	17	27	4	24	16
Instructor	18	21	8	19	21
Other†	22	11		9	4
None	1	1	84	14	29‡

\* Data from Alfred Lawrence Hall Quest, *The University Affair*, p. 167.

† Includes lecturers, associates, assistants, and teachers in the laboratory schools

‡ Includes also those not indicating academic rank held

It will be noted from this table that the staff of University College has a considerably smaller percentage of professors than the entire residence Faculties of the University. If the two highest ranks, professor and associate professor, be combined, the percentage holding these two ranks in the portion of the University College staff drawn from the regular Faculties is 40, as compared with 42 in the entire Univer-



sity Faculties. It is evident from these data that the staff as a whole in University College compares somewhat unfavorably with the regular University Faculties with regard to ranks held. The University College staff has a much higher percentage of members in the lower ranks and without ranks, and a considerably lower percentage in the higher ranks, than is the case with the regular University Faculties. The finding may indicate that the offer of additional remuneration is more attractive to the younger than to the older members of the Faculties. The comparison with the extension-class teaching staffs of other institutions is favorable to the staff of University College.

*Distribution of teaching load among instructors of various ranks and training.*—It is necessary not only to know the individual qualifications of the staff members, but also the manner in which the teaching load is distributed among those of various qualifications. The distribution of the teaching load in University College, in terms of the number of classes taught, corresponds very closely to the distribution of the number of teachers. In 1929-30, 52 per cent of the staff members held Ph D degrees, this group taught 53 per cent of the classes. In the same year 81 per cent of the instructors held some higher degree, this group taught 83 per cent of the classes. In 1928-29, 21 per cent of the staff held the rank of professor, this group taught 21 per cent of the classes. A total of 34 per cent held the ranks of professor and associate professor, this group taught 36 per cent of all the classes.

It is clear from these data that the members of the staff who have superior qualifications carry their full share of the teaching load in University College.

*Scholarly productivity.*—Another measure of the quality of the University College staff is obtained by an analysis of the number of contributions to published literature made by this group. As was pointed out in connection with the discussion of the publications of the Home-Study staff, this measure is particularly applicable at the University of Chicago where research and scholarly productivity receive marked emphasis.

The analysis of the publications of the University College staff was made in the same way as that for the Home-Study staff, which was described on pages 35-37. In making the analysis, publications were classified as books, articles, or reviews. For each staff member the number of productions of each kind over a period of ten years, from 1919-20 to 1928-29, was counted, and the average yearly production of each type of publication was found by dividing the total number of contributions of each kind by the total number of years of service during the period. Faculty members were classified into two groups: (1) those who taught on the Quadrangles but did no extension teaching; (2) those who taught both on the Quadrangles and in University College at some time during the period. In order to maintain strict comparability, faculty members were included in the first group only

from those departments which gave some extension work during the period. The averages for the first group furnish a standard for comparison of the productivity of the second group. The productions of the second group, those who taught in University College at some time during the period, were further analyzed according to the years when they taught or did not teach in University College.

Table 21 presents the data showing the average annual production of books, reviews, and articles, for the various faculty groups, during the ten year period from 1919-20 to 1928-29.

This table shows that the members of the staff of University College are on the average more productive of books and reviews than their colleagues on the Quadrangles who do no extension teaching. The latter are more productive of articles than the former. It is interesting to note that the production of all three types of publications was greater among the members of the University College staff during the years when they taught in University College than it was during the years when they did not take on this type of teaching. Although the difference between these two sets of averages is small, it clearly indicates that teaching in University College does not tend to decrease the scholarly productivity of faculty members. The table as a whole indicates that the staff of University College has its full share of the members of the Faculties who are engaged in scholarly writing and investigation.

## COURSE OFFERINGS IN UNIVERSITY COLLEGE

With the student body working under the conditions that prevail at University College, the selecting

TABLE 21

AVERAGE ANNUAL PRODUCTION OF BOOKS, ARTICLES, AND REVIEWS OVER THE TEN-YEAR PERIOD FROM 1919-20 TO 1928-29 OF FACULTY MEMBERS WHO DID NO EXTENSION TEACHING AND OF THOSE WHO TAUGHT CLASSES BOTH ON THE QUADRANGLES AND IN UNIVERSITY COLLEGE

FACULTY GROUP	AVERAGE ANNUAL NUMBER OF PUBLICATIONS		
	Books	Articles	Reviews
All members of the University Faculties who did no extension teaching*	0 35	1 41	0 41
All teachers who taught classes in University College at some time during the period	0 25	1 07	0 80
All teachers who taught classes in University College at some time during the period, considering only the years in which they taught in University College	0 27	1 03	1 01
All teachers who taught classes in University College at some time during the period, considering only the years in which they did not teach in University College	0 24	1 06	0 56

\* Includes only those who are members of departments by which some extension work was given during the period

of the courses to be offered in a given year is a serious administrative problem. The desire is to schedule courses which will meet the special needs of the prospective students. The Dean of University College,

TABLE 22

DISTRIBUTION BY DEPARTMENTS OF UNIVERSITY COLLEGE  
COURSES DURING THE TEN-YEAR PERIOD FROM  
1919-20 TO 1928-29

DEPARTMENT	NUMBER OF COURSES OFFERED									
	1919- 20	1920- 21	1921- 22	1922- 23	1923- 24	1924- 25	1925- 26	1926- 27	1927- 28	1928- 29
Philosophy	2		2		1	3	2	4	4	5
Psychology	2	5	3	3	6	6	7	7	7	5
Education	29	26	36	32	42	61	54	51	44	52
Economics	7	11	9	9	5	12	11	11	9	7
Commerce and Ad- ministration					1	3	4	2	2	2
Political Science			2	3	2	4	4	7	7	8
History	12	16	17	23	22	23	18	20	18	20
Art	4	5	4	4	4	6	7	7	6	6
Sociology	2	4	6	5	6	8	8	10	10	11
Home Economics	1	2					11	14	13	10
Divinity	3	10	5	5	6	8	7	12	27	22
Latin							1	2	1	3
Romance Languages										
French	10	9	9	9	9	11	9	10	10	15
Italian		3			2	4	4	4	6	4
Spanish	7	6	7	6	8	11	10	10	11	10
Germanic	6	4	6	11	9	8	13	7	6	9
English	23	30	34	33	29	30	28	25	26	26
Comp Literature	1			4	4	5	5	5	3	1
Mathematics	2	4	4	4	5	6	6	9	10	8
Astronomy	1	2	2	2	2	2	2	2	2	
Physics	1	4	4	4	6	7	8	3	3	4
Chemistry					1			3	3	7
Geology	2		2	2	2	2	2	1	1	1
Geography	1	3	2	1						3
Botany	8	10	10	10	11	11	10	9	11	8
Zoölogy	2	1	1	4	3	2	2	2	1	2
Physiological Chem- istry								1	2	
Hygiene and Bacteri- ology		1			1	1	1	1	1	2
Social Service Ad- ministration			3	3	2	5	4	7	6	7
Total	126	156	168	177	189	239	238	245	250	258

therefore, each quarter asks the students to indicate the courses desired during the following year. He also confers with local school officials who, in turn, canvass the teaching corps of the city to discover the wishes of teachers who plan to take work.

*Departments represented.*—Table 22 presents data showing the number of courses offered in University College by each department during each year from 1919-20 to 1928-29.

It will be noted from this table that there has been a general tendency to expand constantly the number of courses offered. This trend has kept pace with the increase in number of students and number of registrations, as shown in Table 15. The fields of study shown in this table as being represented in University College comprise a majority of the departments offering work on the Quadrangles. In 1928-29 the Department of Education offered twice as many courses as any other one department. Other departments having relatively extensive offerings are English, Divinity, History, and Romance Languages. In 1928-29, 58 per cent of all the courses offered were in the five departments mentioned above.

Table 23 shows the distribution of registrations by departments in University College in 1928-29.

Four of the departments which were shown in Table 22 to have an extensive offering in University College also have a relatively heavy registration. The one department with large offerings which does not

have a large student registration is Divinity. It will be noted also that in 1928-29, while the number of

TABLE 23

DISTRIBUTION BY DEPARTMENTS OF  
REGISTRATIONS IN UNIVERSITY  
COLLEGE IN 1928-29

Education	1,850
English	1,487
History	752
Romance Languages	709
Sociology and Anthropology	647
Mathematics	310
Art	294
Chemistry	269
Divinity	258
Psychology	252
Germanic	216
Political Science	192
Social Service	188
Philosophy	187
Economics	154
Home Economics	137
Botany	119
Physics	114
Library Science	113
Commerce and Administration	94
Zoölogy	72
Hygiene and Bacteriology	63
Comparative Literature	61
Geography	59
Geology and Paleontology	37
Astronomy	17
Latin	14

courses given in University College by the Department of Education was large and constituted slightly over one-fifth of the total number of courses offered, the number of courses offered in the English Department was only slightly over one-tenth of the total, although the registration was 1,487 as compared with 1,850 in the Education Department. These figures are of interest. The offerings in the Department of Education are apparently more varied than those in English; furthermore, a majority of the courses in education are given at the graduate level, while more than four-fifths of the courses in the English Department are at the undergraduate level. On the average, each course in education had 36 registrations, while the English Department had 57 registrations per course. The History Department courses had on the average 38 registrations and the Romance Language courses 24 registrations. This is admittedly a very rough measure, but study of the table, in comparison with the data of Table 22 on page 99, shows a somewhat unexpectedly even average registration for the courses offered in each department except English.

This condition is explained in part by the fact that University College sets up the general regulation that a class will not be given unless fifteen students register for it. It should be understood, however, that this is a normal minimum registration; courses with fewer registrations are frequently conducted. Courses that are prerequisite to more advanced courses are



sometimes given even though the registration may be small. Occasionally courses are given for fewer than fifteen students in order to introduce a new field of study or a new instructor. Arrangements are sometimes made for the giving of courses with less than the minimum enrolment on the basis of a proportionately reduced compensation to the instructor.

*Offering of new courses*—The selection of courses offered at University College has not been conventionalized or standardized but is constantly undergoing change and adaptation to the needs of students. Table 24 shows the number of courses offered by each department in 1919-20, the number of new courses offered in selected succeeding years, and the total number of courses offered during the period from 1919-20 to 1928-29.

Only 24 of the 735 different courses given during the ten year period were scheduled at least once during each year, 9 in the Department of Romance Languages, 5 in Education, 4 in English, 2 in Botany, and 1 each in Psychology, History, Sociology, and Physics. These 24 courses constitute 5 per cent of all courses offered by these Departments in University College, and 3 per cent of the total number of courses given at University College.

*Levels of work*—In the preceding chapter it was explained that the courses at the University of Chicago are classified into levels according to the advancement of the students who are expected to enrol in them.

TABLE 24

NUMBER OF COURSES OFFERED BY EACH DEPARTMENT IN UNIVERSITY COLLEGE IN 1919-20, NUMBER OF NEW COURSES OFFERED IN SELECTED SUCCEEDING YEARS, AND TOTAL NUMBER OF COURSES OFFERED DURING THE PERIOD FROM 1919-20 TO 1928-29

DEPARTMENT	NUMBER OFFERED IN 1919-20	NUMBER OF NEW COURSES OFFERED			TOTAL NUMBER OF DIFFERENT COURSES OFFERED FROM 1919-20 TO 1928-29
		1922-23	1925-26	1928-29	
Education*	29	10	11	14	146
English	23	9	3	3	78
History	12	9	1	4	70
Divinity	3	2	1	2	52
Germanic	6	5	7	3	39
Romance Languages					
French	10	3	2	5	33
Botany	8	3	1	1	33
Economics	7		2	1	27
Sociology	2	1	2	7	26
Mathematics*	2		4	2	25
Romance Languages					
Spanish	7	1	1	2	25
Art	4	2	4	1	21
Comparative Literature	1	4	1		18
Social Service Administration		1	2		18
Home Economics	1		11		17
Political Science		1	2	2	14
Chemistry				6	13
Psychology	2	2	1		12
Physics	1	1	2		11
Romance Languages					
Italian			1	1	9
Other departments†	8	5	3	7	48
Total‡	126	59	62	61	735

\* Two courses offered in the Education Department were also offered in the Mathematics Department, one from 1919-20 to 1923-24 and the other from 1922-23 to 1923-24.

† Includes the following departments which offered, during the nine years, the number of new courses indicated: Philosophy, eight; Commerce and Administration, six; Latin, six; Geography, five; Geology, four; Zoology, four; Physiological Chemistry, three; Hygiene and Bacteriology, three; and Astronomy, one.

‡ This total is the net total.

The 100-level courses are intended for students with less than two years of college work; the 200-level courses are intended for undergraduate students with more than two years of college work, and the 300-level courses are intended for advanced undergraduate students and for graduate students. Table 25 presents data showing the number of courses offered in University College at the various levels in 1928-29.

TABLE 25  
NUMBER AND PERCENTAGE OF COURSES AT  
VARIOUS LEVELS OFFERED IN UNIVERSITY  
COLLEGE, 1928-29

Level	Number of Courses Offered	Percentage of Total
100-level	64	24.8
200-level	114	44.2
300-level	78	30.2
Level not indicated	2	0.8

Practically all the courses offered in University College are credit courses; the non-credit work is limited to reading courses in the foreign languages. These non-credit courses are intended for students preparing for the foreign-language examinations for higher degrees, or for those desiring opportunity for conversation in a foreign language. During the past ten years non-credit courses have been offered in only three years, and more than one or two such courses were never offered in any one year. The distribution of

credit courses among the various levels was rather constant for the four years preceding 1928-29. Almost one-third of all the work given was at a level suitable for graduate students.

*Co-operative courses*—One of the most interesting and important developments at University College is the plan of offering work in co-operation with various vocational and professional organizations. The first of these courses was offered in 1925-26, in co-operation with the Chicago Chemical Society. The class was attended by forty-seven chemists who represented twenty-four different industries and by eleven teachers of chemistry in Chicago high schools. This plan has been extended to various engineering organizations and religious groups. For a brief period co-operative courses were also carried on in connection with the lithographic industries, but these tended to develop vocational emphases in which the University as a whole is not keenly interested and, hence, were dropped.

A statement by the Dean of University College summarizes clearly the nature and the purposes of co-operative courses for chemists and engineers.

Basically these courses are an attempt to provide up-to-date training for the many Chemists and Engineers in the city whose college training, even though it may have been acquired in first class institutions, was found by many to be inadequate to meet their needs in the rapidly changing sciences of Chemistry and Physics. It appears that in the field of Chemical training, but especially in the field of Engineering, the vocational and

practical character of the curriculum in the various schools has not really been able to meet the needs of the men in their practical work, especially after they have been out of school for from five to ten years. It is their sentiment that there has been too little training in the middle and upper levels of Mathematics and that they must make up for this deficiency in order to meet the modern requirements of their professions.

The demand for and the nature of the courses are largely determined by the desires of the co-operating organizations. The courses did not develop from theoretical considerations, but from practical views of what was needed.

Many of the students who take these courses already hold higher degrees. The methods used are those suited to persons with considerable training who desire advanced material and who, by experience, come equipped with considerable laboratory training. The laboratory periods are offered on the Quadrangles in the evening, or in a few instances on Saturdays, when persons professionally engaged can attend them. The Department of Chemistry, at the request of co-operating committees, has placed some of its regular laboratories at the disposal of the University College clientèle by shifting at least one section of its regular advanced work to the evening. These laboratory courses are formal residence work and are open to advanced University College students merely for their convenience. It would seem that there might be an opportunity to extend this type of arrangement to fields other than chemistry. Indeed there seems to

be little reason why students who are capable of carrying on the work should not be as free to register in a single advanced course on the Quadrangles as at University College

The Dean of University College anticipates that trends already apparent will extend this co-operative work into the field of law. He states:

At the request of the alumni of the Law School of the University of Chicago, we are offering each quarter one conference seminar to graduates of bona fide law schools. These courses run as minor courses for one quarter and are limited to between 25 and 30. . . The first experiment in the Autumn Quarter was so successful that in conference with the Dean of the Law School we have tentatively set down the program for the year 1932-33. We hope in this way not merely to remain in contact with our own law graduates and to keep them in contact with special developments in particular fields of law, but we hope incidentally to broaden the usefulness of our Law School by bringing into touch with it law graduates from other institutions

Co-operative academic work in religious education has been attempted, but less successfully. The fee system under which University College must operate tends to discourage participation in course work by persons whose economic resources are as limited as are those of many who are actively engaged as religious workers.

Some of the work given in the Department of Education has been arranged in co-operation with the Chicago public schools. It would seem that there is a valuable opportunity in this work for experimentation with methods of training teachers in service.

The importance of this co-operative phase of University College work cannot be too strongly emphasized. There has been much discussion of methods by which professional men may be kept abreast of developments in their professional fields and considerable speculation concerning means that may be used by institutions to maintain their educational as well as their financial relations to alumni, but little serious and persistent experimentation has been carried on to determine practical methods of accomplishing the results desired. A former Dean of University College, in a statement made in 1924-25, pointed out some pertinent bearings of work of this kind.

From the point of view of the University there is obviously a direct gain through this opportunity to extend research activities into the business, industrial, educational, and other community affairs of Chicago.

Viewed as an agency for close coordination of University activities with practical community affairs and as a device for stimulating the cultural life of the city through study and discussion in such fields as language, literature, history, and art, there can be no question regarding the opportunity for service which lies before the University.

The co-operative type of course presents a dual opportunity to render extremely useful, direct service to the city of Chicago and to develop methods and areas of postgraduate professional training for those who need to keep abreast of the times, methods which may be of general value to other higher institutions.

*Summer session* —In harmony with the fundamen

tal purpose of University College to serve the city of Chicago, certain situations tend to indicate the need that University College carry on a summer session separate from the Summer Quarter of the University upon the Quadrangles. A very large proportion of the enrolment in University College consists of teachers in the city-school system. The Summer Quarter of the University on the Quadrangles begins from one to two weeks before the close of the public schools. It is impossible for many teachers in the schools to leave their duties there in order to begin the Quarter's work at the opening. As the Summer Quarter is broken into two terms, the loss of a week, if they enter late, is especially serious and they find it difficult to make up the time missed.

Further, teachers in the city schools who have just completed a year's work, and perhaps in addition devoted time to off-hour attendance at University College, are placing a heavy tax upon their physical energy if they attempt to attend the full Summer Quarter. Very little time elapses between the end of the Summer Quarter and the beginning of the fall term in the schools. If they take their vacations during the first term of the Summer Quarter and attend the second term, they find the selection of courses considerably restricted and may be handicapped further by the relative scarcity of minor courses that do not depend in any way upon courses given in the preceding term of the Quarter.



As in the regular year, there are a number of persons for whom the part time schedule and the downtown location are more convenient than the program on the Quadrangles

These considerations are supplemented by the fact that University College occupies expensive space that is rented upon an annual basis. If it is not used during the summer period, the entire rental must be derived from fees received during the other three quarters of the year. In the opinion of the survey staff this is a relatively unimportant consideration, as the University has more space than it needs on the Quadrangles during the Summer Quarter.

In 1930-31 a six week summer session was provided downtown, which began after the close of the city schools and ended sufficiently early to permit the students an extended vacation before they entered upon their duties at the opening of the public schools in the fall. In response to a questionnaire inquiry issued during the six week session to the 337 students who attended, only 8 per cent stated that they could have attended the regular Summer Quarter on the Quadrangles. Caution must be used in interpreting such data, however, as there is obviously opportunity for bias in the replies.

Several considerations may be advanced in opposition to the development of a summer session in University College. From the beginning it has been the theory of the University to operate on the quarter

basis; the six-week session in University College is in direct violation of this principle. While it is true that certain modifications are made for the Summer Quarter on the Quadrangles, such as the shortening of the session by one week, and the division into two terms, a large majority of the courses are on the quarter basis the same as the regular year, and there is a distinct tendency to reduce the number of "minor" courses offered in the Summer Quarter. So far as the Faculties hold to the opinion that a continuous academic residence of from ten to twelve weeks is a desirable arrangement, the development of a six-week session in University College seems unwise.

Another difficulty is faced in the staffing of the summer session of University College. As the opening and closing dates differ from those on the Quadrangles, instructors must make inconvenient adjustments in their schedules if they teach in University College. The recently adopted policy of carrying the program of University College as a part of the regular teaching load of the staff members intensifies the difficulty of satisfactorily staffing the short summer session. Some departments in which there is need for a considerable number of instructors for University College classes also carry their heaviest teaching loads of the year during the Summer Quarter on the Quadrangles. It will be difficult to release these instructors for the staffing of the summer session of University College, and it will probably be found necessary to use teach-

ers from outside the regular Faculties to a greater extent than is desirable

On the whole, it is evident that the development of a six week summer session in University College does not fit in well with the plan of instruction on the Quadrangles. It is difficult to determine the extent to which the maintenance of such a session interferes with attendance at the regular Summer Quarter on the Quadrangles. Whether the advantages of a summer session in University College outweigh the disadvantages is a matter for the administration of the University to decide

#### QUALITY OF UNIVERSITY COLLEGE WORK

The data that have already been presented regarding the student personnel, the teaching staff, and the course offerings in University College afford indirect, but positive, evidence of the quality of the program. As was the case in the discussion of the Home Study program, it is desirable not to rely upon this indirect evidence but to seek other data that throw a direct light upon the quality of the work done in University College. Two types of data bearing upon this point are presented. The first consists of the opinions of instructors who are familiar with the students both on the Quadrangles and in University College. The second consists of an analysis of the grades received by University College students.

All the teachers in University College who had also

taught courses on the Quadrangles were questioned in regard to their judgment as to whether the students in University College do work of as high quality as students on the Quadrangles. Thirty-five per cent were of the opinion that they do, while 49 per cent did not believe this to be the case. Furthermore, 87 per cent were of the opinion that University College students work below their capacity because they are regularly employed. Thirty-nine per cent believed that the best students in University College do poorer work than the best students on the Quadrangles, and only 20 per cent believed that they do better work; 41 per cent believed that they do work of about the same quality. Further, 20 per cent believed that the poorest students in University College do poorer work than the poorest students on the Quadrangles, as compared with 17 per cent that believed they do better work; 63 per cent believed that the poorest students in the two units do approximately the same quality of work. These data indicate that the instructors are not at all in agreement on the matter, although there is a tendency toward a preponderance of opinion in favor of the students on the Quadrangles. It is desirable therefore to obtain data bearing on this point that are somewhat more objective.

A careful statistical study has been made of the grades received by University College students. This study is similar to that made for Home-Study students, as reported in the preceding chapter. Two

types of comparisons are made in the analysis: (1) a comparison of the average grades given in 1928-29 in University College and on the Quadrangles by eighty-four instructors who taught both in University College and on the Quadrangles, (2) a comparison of the

TABLE 26

AVERAGES OF GRADES ISSUED ON THE QUADRANGLES AND IN UNIVERSITY COLLEGE IN 1928-29 BY EIGHTY-FOUR INSTRUCTORS WHO TAUGHT BOTH ON THE QUADRANGLES AND IN UNIVERSITY COLLEGE

Type of Instruction	Average Grade Points Received by University College Students	Average Grade Points Received by Students on Quadrangles	Difference between the Averages
All instruction	3 38	3 23	15 ± 025
All undergraduate instruction	3 24	3 02	22 ± 029
All graduate instruction	4 06	4 17	11 ± 041
All instruction in courses taught both in University College and on Quadrangles	3 38	3 18	20 ± 040

average grades received in University College and on the Quadrangles by a group of students who had taken work at both places<sup>3</sup>

Table 26 presents the average grades issued to students in University College and to students on the Quadrangles by eighty-four instructors who taught during 1928-29 in both places. Averages are presented for all instruction, for undergraduate instruction, and for graduate instruction separately. In or-

<sup>3</sup> For a description of the grade-point scale used in averaging grades, see page 28

der to eliminate the variation in courses, a separate pair of averages has been calculated for the students in courses that were taught both on the Quadrangles and in University College.

This table shows that there was very little difference between the average grades given by these instructors to their students on the Quadrangles and to those in University College. All the differences shown, except that between the two groups at the graduate level, are in favor of the students in University College. These differences, although small, are statistically significant. The difference between the average grades received in graduate work, which is in favor of the Quadrangles students, is not statistically significant.

Table 27 presents data showing the average grades received on the Quadrangles and in University College by a group of 760 students who, during the two years 1927-28 and 1928-29, had taken courses both on the Quadrangles and in University College. As in Table 26, averages are presented separately for the different levels of work. Separate averages are also presented for the grades made by these students, holding constant the department in which work was taken. In this pair of averages are included only the grades received by students in departments in which work was taken both on the Quadrangles and in University College.

This table shows that the average grades received

in courses taken on the Quadrangles differ very little from the average for similar courses taken in University College by the same students. The differences between the averages for work taken in the two places are very small and none of the differences is statis-

TABLE 27

AVERAGES OF GRADES RECEIVED ON THE QUADRANGLES AND IN UNIVERSITY COLLEGE BY 760 STUDENTS WHO HAD TAKEN COURSES BOTH ON THE QUADRANGLES AND IN UNIVERSITY COLLEGE

Type of Instruction	Average Grade Points Received in Courses Taken in University College	Average Grade Points Received in Courses Taken on the Quadrangles	Difference between the Averages
All instruction	3.70	3.68	$02 \pm 032$
All undergraduate instruction	3.64	3.60	$04 \pm 028$
All graduate instruction	4.22	4.07	$15 \pm 057$
All instruction in departments in which work was taken both in University College and on Quadrangles	3.84	3.85	$01 \pm 034$

tically significant. Such differences as do exist are in favor of the work taken in University College, with the single exception of the average calculated when the departments in which work was taken is held constant. In this case the difference is the smallest found and it is not statistically significant.

The general conclusions drawn from these comparisons are that the work in University College, so far as it may be measured by the grades issued by in-

structors, does not differ in quality from that on the Quadrangles. Most of the differences observed are in favor of the work in University College, but the amounts are too small to be of any practical significance. These analyses of actual records tend, therefore, to reinforce the opinions of University College teachers to the effect that there is no real difference in work upon the Quadrangles and in University College. The slight tendency which the instructors show in favor of the Quadrangles group may be due in part to the conventional notion that extensive outside employment tends to decrease grades obtained in college courses. Studies show that this is likely to be the case among undergraduates who attempt to carry full-time college programs. It is by no means demonstrated for more mature individuals who carry course loads that are relatively light.

One of the important criticisms of the work done by students in University College is not brought out by the data thus far presented. A study of the records of these students shows that they tend to be less consistent and sequential in the arrangement of courses than is the case with students on the Quadrangles. There are probably two reasons for this condition. In the first place, students in University College have less opportunity for consultation and advice regarding their programs than students on the Quadrangles. In the second place, there is the necessity of choosing courses in accordance with a personal time schedule



that definitely limits the opportunity for selection. This difficulty assumes importance to the degree that a well considered sequence of courses is deemed desirable in a student's academic career. In order to improve the sequence in the individual student programs, great care should be exercised in providing satisfactory advisory service for the students in University College.

#### FINANCING THE UNIVERSITY COLLEGE PROGRAM

*Actual payments, or contract costs* —The support of University College, like that of Home-Study, is drawn from the fees paid by students. The course fees are \$12.50 for a minor and \$25.00 for a major, somewhat less than the fees that are charged upon the Quadrangles. In addition, charges of \$1.00 are made for late registration during the first week and of \$5.00 for registration or change of program after the first week. There seems to be no valid reason for charging a smaller tuition fee for work in University College than for similar work on the Quadrangles.

Table 28 shows the distribution of income and expense for University College, including the expense and income for the public lecture program.

It will be noted that this statement shows a balance for the year's operation of \$9,518.31. However, this balance is somewhat reduced, so far as class work is concerned, when it is considered that \$9,484.12 was received for lecture tickets and only \$2,150.00 paid

for lecturers. This does not, of course, represent accurately the cost of the lecture service, as no expenses for administration, rent of lecture halls, and other in-

TABLE 28

RECEIPTS AND EXPENSES OF UNIVERSITY COLLEGE  
FOR THE YEAR ENDING JUNE 30, 1930

Source of Income or Item of Expenditure	Receipts	Expenses
Course fees, renewals, changes in registration, etc	\$145,216 00	
Lecture tickets	9,464 12	
Salaries		
Administration		\$ 13,196 88
Instruction		91,247 63
Lecturers		2,150 00
Advertising, including stationery, postage, and printing of materials		12,480 40
Office equipment and supplies		801 23
Rent		22,847 97
Books for library		945 53
Miscellaneous		1,412 17
Balance		\$ 9,518 31
Total	\$154,700 12	\$154,700 12

cidental items, such as printing, are included. It is perhaps not far wrong to suggest that at least \$3,000.00 of the apparent favorable balance from the operation of University College is derived from the lecture courses. The balance from class work is therefore slightly over \$6,500 00. The class work costs approximately \$138,800.00. Of this sum, 95 per cent was expended for

administration, 65.7 per cent for instruction, and 24.8 per cent for rent, advertising, printing, postage, and miscellaneous expenses.

This analysis of costs does not take into account certain undistributed overhead expenses of general University administration which are properly chargeable to University College. On the other hand, a considerable amount is paid into the general University funds each year by University College students in the form of matriculation fees. These fees go to the support of the general University budget and are not credited specifically to University College. It is probable that the receipts from matriculation fees more than cover the just share of the undistributed overhead expenses that should be charged against University College.

*Real, or service load, costs* —In the discussion of the costs of the Home Study program (see p. 56) it was pointed out that, as the instructors are paid extra for the extension services, the service load costs of the correspondence work differ considerably from the contract costs. The same possibility is present in the case of University College teaching.

In order to make a computation of the service load costs of the University College program, each faculty member giving public lectures or teaching a course in this unit during the Winter Quarter, 1930, was asked to report the distribution of his time and energy among the various activities in which he engaged. A

compilation of these data yields a basis for computing the service-load costs of the University College program.<sup>4</sup> Table 29 presents data showing the average amount paid, or the contract cost, for teaching one

TABLE 29

ACTUAL, OR CONTRACT, COSTS AND REAL, OR SERVICE-LOAD, COSTS OF TEACHING ONE CLASS IN UNIVERSITY COLLEGE AT THE VARIOUS LEVELS AND OF GIVING ONE LECTURE ON THE PUBLIC-LECTURE PROGRAM

Kind of Teaching in University College	Contract Costs	Service Load Costs, Based on Individual Estimates of the Proportion of Total Time and Energy Demanded
One class at junior-college level	\$332 91	\$339 42
One class at senior-college level	369 04	343 00
One class at graduate level	405 83	385 15
All University College classes, regardless of level	362 14	352 42
One lecture on public-lecture program	25 00	28 46

University College class at each of the various levels and for one public lecture, and also the service-load costs for one class at each level and for one public lecture, based on the time and energy demanded of the instructors who handle the courses.

These data indicate that the scale of payments for University College teaching corresponds rather close-

<sup>4</sup> For a detailed discussion of the techniques employed in analyzing the distribution of time and energy of faculty members and in computing the service-load costs, see C. O. Thompson, *The Extension Program of the University of Chicago*.

ly, on the average, to the real, or service load, costs. It will be observed that at the junior-college level the service-load cost is slightly higher than the contract cost, while at both the senior-college and the graduate levels the contract costs exceed the service-load costs. For all levels combined the contract cost is approximately \$10 per class higher than the service load cost, the difference being 3 per cent of the total cost. In other words, the distribution of the time and energy of staff members who teach in University College corresponds very closely to the payments made for the services in this unit. The service load cost of one public lecture is slightly higher than the contract cost.

*Absorption of the University College program in the general University budget*—In an effort to adjust the University budget to current economic conditions, a policy has recently been adopted which will ultimately make University College teaching a regular part of the instructional work of staff members. Under this rule departments will assign University College teaching as a part of the regular load of their staff members, and these teachers will no longer receive extra pay for this work. In harmony with this policy, the fees received from University College will no longer constitute a rotating fund, but will be turned into the general University funds and the unit will operate upon a budget for administrative and general expense. It is not expected that the absorption of the teaching activities of University College by the regu

lar instructional staff will take place at a single stroke—in fact, the absorption is expected to be only 50 per cent effective the first year. Probably there will always be necessity for a small amount of instruction given by persons not connected with the University Faculties.

The survey staff is in entire accord with the policy for the future financing of University College. The plan is administratively sound and should result in increasing the closeness of the articulation of the University College program with that on the Quadrangles.

#### CONTRIBUTIONS OF UNIVERSITY COLLEGE TO THE MAJOR OBJECTIVES OF THE UNIVERSITY

Data presented in preceding sections of this chapter have shown that University College contributes to two of the major objectives of the University of Chicago. The students served by University College are very largely residents of Chicago and its metropolitan area. The majority of the students are also prepared to do work on an advanced level, and the courses offered are suitable for students of this degree of advancement. Three-fourths of the students are definitely working toward degrees. Experimentation is going forward, by means of co-operative courses, in the adaptation of subject matter to the needs of certain occupational and professional groups. There are a few other items of evidence which show the ways in

which University College is contributing to the major objectives of the University

During the period from 1919-20 to 1928-29 University College furnished an annual average of 818 matriculants, or 12 per cent of all who matriculated in the University during this period. The percentage of all matriculants furnished by University College tended to increase over the period studied, it grew from 9 per cent to 15 per cent during the ten years. Unlike the practice in the case of Home Study students, a permanent record card is placed in the files of the Recorder's Office for each student in University College upon his matriculating and enrolling in a class.

In a sampling of 7,340 permanent record cards drawn from the files in the University Recorder's Office,<sup>5</sup> 768, or 10.4 per cent, had taken work in University College. Of these 768, almost half (351) had earned only one major of credit, 76, or 10 per cent, had earned more than nine majors, or more than one fourth of the amount of work typically required for the bachelor's degree. The average amount of credit earned in University College by these 768 students was slightly less than three majors. It appears that a larger number of students do a considerable portion of their undergraduate work through University College than is the case with Home Study students. Of the 768 students who had taken work in University

<sup>5</sup> This is the same sampling referred to in chap. 1, p. 63.

College, 111, or 14.5 per cent, had completed work for a bachelor's degree.

Another study, based on a random sampling of 2,100 cases, shows that 2.3 per cent of all the students who have studied on the Quadrangles at the University of Chicago began their work in University College. This figure becomes especially significant because from this group came 4.3 per cent of those who have received baccalaureate degrees from the University. It thus appears that those who matriculate in University College and later take work on the Quadrangles are on the average almost twice as successful in obtaining degrees as is the case with students who matriculate first on the Quadrangles.

Students who may be registered on the Quadrangles sometimes secure courses at University College when the offering of such courses at the down-town center is more economical for the University than the organization of additional sections of the courses upon the Quadrangles.

The data that have been reviewed clearly indicate that University College is rendering a service that contributes largely to the major objectives of the University. In fact, so far as the teaching function alone is concerned, the program of University College contributes to the objectives of the University as effectively as the Quadrangles program.



## FUTURE FUNCTIONS OF UNIVERSITY COLLEGE

The data that have been presented showing the manner in which University College contributes to the major objectives of the University as a whole indicate that there is little need to suggest any change of functions for this unit. At one or two points, however, recent changes in policy will demand some readjustments in the program of University College.

It has already been pointed out that the absorption of the University College program in the general budget will mean that instructors no longer receive extra pay for the courses taught in the down town center. While this new policy is administratively sound, there is a possibility that the departments (and the instructors also) may come to regard such service as less worthy and less clearly a function of the departments than the program of research, training of investigators, and teaching on the Quadrangles. In view of the possibility of such undesirable outcomes of the policy, it is extremely important that the selection and assignment of departmental staff members to University College work continue to require joint agreement between the administrative officer of University College and the departments concerned.

The close relation of the work of University College to that on the Quadrangles makes it difficult to understand why there should be any distinc

tion between the work done at the two locations. The fact that the University College program has been merged with the regular teaching program takes away whatever basis for discrimination may formerly have existed on account of the teaching in this unit being an "extra" duty. Library facilities for courses in University College should either be made the equivalent of those on the Quadrangles, or else the courses should not be given in University College. If either were done, it would seem advisable to remove all distinctions and limitations with regard to the acceptance of work in University College, now that it is to be so completely unified with the program on the Quadrangles.

Particularly promising are the experimental programs undertaken in recent years, by which courses are given in co-operation with interested groups in the community. Work of this type in chemistry and engineering has already proved successful and should point the way to further developments. Experimentation of this type is especially appropriate to the investigative function of the University.

As in the case of Home-Study, there will be need for important adjustments in the program of University College to fit in with the New Plan at the University of Chicago. The closeness of the articulation of University College with the Quadrangles program indicates that it will not be difficult to make the adjustments necessary for the most effective contribution by University College to the New Plan.

## CHAPTER IV

### THE AMERICAN INSTITUTE OF SACRED LITERATURE

The American Institute of Sacred Literature was organized in 1880 at Morgan Park, Chicago, by William Rainey Harper, it was reorganized under its present name at Yale University in 1889, and was brought by President Harper to Chicago in 1891. It was adopted as a regular organization of the University in 1905 and placed under the control of an executive committee from the Divinity School and an executive secretary who are responsible to the President and through him to the Board of Trustees. The purpose of The American Institute of Sacred Literature is to cultivate familiarity with the Scriptures and to provide materials for reading and study that will increase enlightenment in dealing with problems in the religious field.

#### METHODS EMPLOYED

Attention has already been called to the variety of devices and methods used by the extension agencies of other universities to provide educational aids of a non-credit, more or less informal, character. The American Institute of Sacred Literature uses a greater variety of these means than is used by the other agen-

cies of extension service maintained by the University. From the standpoint of method and purpose, it is the only extension organization at the University of Chicago that has adopted a series of devices that constitute important aspects of university-extension service in many other institutions. It is the only one of the extension agencies of the University that emphasizes non-credit study of a correspondence type, reading courses, pamphlet distribution, personal information and advisory work, and club study programs—methods widely employed in the extension programs of many publicly supported institutions. The use of these methods at the University of Chicago differs from that found in these other institutions in that here they are applied to religious subjects only, while in other institutions they are applied to almost the whole range of human knowledge and thought. The Institute is an outstanding center for the distribution of materials dealing with religious problems.

#### SERVICES OFFERED

None of the courses of The American Institute of Sacred Literature carry credit.<sup>1</sup> The non-credit courses offered consist of popular religious-study courses for the general public and reading courses for ministers. The former, of which twenty-two are now offered, provide guides for rapid surveys or more de-

<sup>1</sup> Credit courses in religious subjects are offered through the Home-Study Department of the University

tailed studies of religious or biblical themes. Although papers containing reports of work on study courses are sometimes received, they are not required except from those who desire certificates, in which case the certificate is a testimony to work done rather than results attained. This standard is necessary because of the fact that there are no specific educational requirements for admission to courses. It will thus be observed that the methods differ somewhat from those usually employed in correspondence study.

Through a monthly bulletin of twenty pages, known as *The Institute*, a new study course is presented each year on some fresh and vital religious theme, in addition each number of *The Institute* contains an editorial on some religious problem and items of interest to students of the course.

The courses for ministers are organized especially for persons who desire professional reading in the religious field. There are thirty nine reading courses of this type, each of which has been prepared by a specialist in his subject. Courses are offered in theology, church history, Bible, practical work, and general culture fields which have basic relations to the interests of ministers. Reports upon these courses are not required from those who enrol. For the operation of these reading courses, libraries containing the books of the course are provided, the circulation amounting to from eight hundred to one thousand books each year.

The pamphlet literature consists of brief leaflets of from four to thirty-two pages each. At present there are forty-five titles, organized into five series: "Good Will," "Why I Believe," "Why I Do Not Believe," "Science and Religion," and "The Bible." In addition, a miscellaneous collection of individual subjects is provided. Between two and three hundred thousand pamphlets are sent out annually.

The information service of a personal and advisory kind carried on by The American Institute of Sacred Literature varies in accordance with the nature of the requests that are received. All questions on religious topics that are submitted are given personal attention and references are suggested, when available, which enable the correspondents to discover their own answers. A sampling of the correspondence addressed to the Secretary of The Institute over a ten-day period shows inquiries from many persons of a varying age range. In this sampling, representatives of seven different religious denominations, the Young Men's and Young Women's Christian Associations, and many business and professional fields requested information to assist in meeting religious needs of themselves or others. Some of the materials are prepared and furnished as a basis for club study programs, and The Institute encourages the organization of such clubs. Approximately 50 per cent of its constituency are thus organized.

## STAFF

The persons who have contributed the materials used by The American Institute of Sacred Literature have been secured principally from the University Faculties and the staffs of theological schools. Of the seventy one contributors of articles and courses used by The Institute, thirty-six are members of the University Faculties, twelve are from theological schools, and eight are pastors of prominent churches. The remainder except one, a lawyer, are members of the staffs of other institutions of learning.

The Faculty of the Divinity School carries on the work for the most part, but it is interesting to note that materials have been furnished by staff members from nine other departments of the University. Philosophy, Psychology, Political Science, Sociology, Astronomy, Physics, Botany, Anatomy, and the University Clinics.

On the basis of degrees, those who have contributed to The Institute are as well trained as the staff of the University as a whole. Over 66 per cent hold Ph D degrees and all but 7 per cent hold master's, M D, or Ph D degrees. Practically all of those who hold master's degrees hold the B D degree also and many have received the D D degree.

## STUDENTS

The only admission requirement to the work administered by The American Institute of Sacred Lit

erature is a desire upon the part of the student to become more familiar with the Scriptures or to advance his general religious information. An attempt has been made to prepare the materials in a form so that all who can read may secure help from them. In many cases one set of the materials is used by a number of students in study groups, and some of the materials are handed from one student to another.

Between nine and ten thousand persons used the services of The Institute in 1929-30, and a total of 8,736 courses were sent out. Of those taking the work, approximately 62 per cent were persons who had used Institute materials before—25 per cent for four years or more, 12 per cent for three years, 25 per cent for two years, only 38 per cent were new registrants.

The number of persons in foreign countries using the services of The American Institute of Sacred Literature is proportionately greater than in any of the other extension organizations. A majority of those enrolled for the reading courses live in the United States, but a great many of the persons using the material in the pamphlets live in other countries. Thousands of pamphlets and leaflets are sent to religious leaders in foreign countries, where persons reading English are made familiar with the contents of this printed matter. In 1928-29, 7 per cent of those using the Institute materials represented twenty-one foreign countries. Those persons in the United States



registered with The Institute are somewhat evenly distributed over the entire country

Only an estimate concerning the occupational status of students registered with The Institute could be secured. The Executive Secretary states that approximately 11 per cent of those using the services are ministers, 4 per cent, college teachers, and 3 per cent, workers in the Young Men's and Young Women's Christian Associations. The majority of the remainder of the men are from other professional and business fields and of the women from non professional occupations

#### FINANCING THE PROGRAM

The American Institute of Sacred Literature receives \$2,500 00 annually from the University, but is dependent upon gifts, receipts from the sale of courses and pamphlet literature, and the income from an endowment of \$10,350 00 for the remainder of its funds. To this endowment nucleus has been added a bequest to the University on an annuity basis of approximately \$60,000 00 for the work of The Institute, which will be available later. In 1929-30, the gifts amounted to \$6,859 10. Of this total, \$3,772 55 was contributed in amounts ranging from \$2 00 to \$200 00. The remainder, \$3,086 55, was given by one donor, who, for some years, has added \$45 00 to every \$55 00 received from other contributors, in 1931-32 this amount will be reduced to \$35 00 for every \$50 00 and in the following

year and thereafter it will be reduced to \$25.00 for every \$50.00. Additional receipts from the sale of courses and pamphlet literature brought the total income for 1929-30 to \$15,503 30

The expenditures of The Institute have increased during the past twelve years from \$3,981.06 in 1919-20 to \$15,228.10 in 1930-31, the peak being reached in 1926-27 when the amount was \$18,571 91. During the twelve-year period the income exceeded the expenses in all but four years; the deficits have never amounted to more than a few hundred dollars and have usually been made up out of the income of the following years

#### ADMINISTRATION

The administrative separation of The American Institute of Sacred Literature from the other extension services is partly the result of the origin of The Institute and partly the result of the exclusive interest in a specific subject-matter field, that of religion. As has already been pointed out, the method used by The Institute differs somewhat from that used in the correspondence courses of the Home-Study Department. While the persons appealed to by the courses of The Institute are, in part, the same as those appealed to by Home-Study courses in religious subjects, the former come more largely than the latter from churches and other religious organizations. The methods used and the connection with students of The Institute are

on the whole much more informal than those used in the other extension activities. It is the policy of The Institute to engage in unremunerative campaigns of education whenever they are needed. In spite of these distinctive characteristics, the problems involved in administering The Institute are in many ways similar to those of administering Home-Study for a variety of departments. It seems entirely reasonable, therefore, that somewhat closer administrative connection of these activities with the other extension services of the University would be desirable. The argument for a separate administration based on the fact that The Institute is concerned with one area of thought—religion—might be applied with equal force to almost any of the departmental areas of the University with reference to their subject fields. The closer connection of Home-Study work with the departments of the University, which is advocated by the section of this report dealing with the Home-Study Department, would, if applied to The American Institute of Sacred Literature, also give the argument for a separate administration less force than it has under present conditions.

In view of these considerations the survey staff is of the opinion that there should be a closer integration than now obtains between the administration of The Institute and that of the other extension services.

## CHAPTER V

### OTHER EXTENSION ACTIVITIES

#### RADIO SERVICE

In the same manner that the University of Chicago assumed leadership in offering work by correspondence, it also recognized early the possibility of utilizing the radio as a means of disseminating knowledge. Programs originating on the Quadrangles have been broadcast since the Summer Quarter, 1922. Since 1925, this service has been under the direction of a definite organization.

*Administration.*—The radio service was first organized in connection with the public-relations service, but has since developed into a semi-independent organization. A President's committee, composed of sixteen members of the Faculties, assists in formulating and approves all policies concerning radio programs. The secretary of the Committee on Radio is the executive officer in charge of the services that are broadcast. He reports for administrative purposes directly to the Public Relations Office.

*Radio services.*—Two definite types of programs are maintained: (1) work of an educational character, and (2) publicity or public-relations programs. Under the first type are given the following. classroom

broadcasts, radio classes, readings, conversations (*Round Table*), dramatizations (*Philosophers in Hades*), and lecture series (*Marching Exents*) Under the second type are organ recitals, religious services, 'News from the Quadrangles,' "The Professor at the Breakfast Table," and occasional student and alumni programs

The *Radio Program* for the Winter Quarter, 1932, announces programs of each variety mentioned above The classroom course is represented by "Colonial American Literature", the radio class by "Elementary Spanish", religious services by the regular Sunday services conducted in the Chapel, readings by a series of poems and prose selections, conversations by "The Professor at the Breakfast Table" and "The University of Chicago Round Table," the latter being at present limited to a discussion of economic and political questions, and dramatizations by "Philosophers in Hades"

The methods employed, except for the organ recital, may be classed under lecture, conversation, and dramatization The most difficult problems in developing this service are (1) to adapt current methods and devise new methods of disseminating knowledge so that the interest of the invisible audiences will be caught and held, and (2) to adapt education to the general public and at the same time keep it on a high plane

There is no available method of determining st-

number of persons who listen in on the programs, but a few items of fact show that the number reached is large.

In the Spring Quarter, 1930, the announcement was made that all listeners who desired a copy of an outline of Professor Boynton's lectures could secure the same upon application. In response to the requests fifteen hundred copies were sent out. In the Spring Quarter, 1931, when thirty-five cents was charged for a copy of the outline of Professor Haydon's lectures, between eight and nine hundred requests were made.

The response to Professor Castillo's course in Spanish shows an active interest in this work; 250 persons have purchased the Spanish text- and workbooks which accompany the course, and 15 have paid the \$5.00 enrolment fee which entitles them to send in all their papers for marking. The 250 send in the occasional test papers and the 15 send in all the required written work. Hundreds sent in certain test papers upon invitation of the instructor.

The "fan mail" from those who listen in on the programs indicates that the other features are presented to large audiences. A recent count showed that in ten days 1,600 letters were received in response to broadcasts. A single announcement in the *Round Table* program brought a response of 418 letters.

*Financing the programs.*—The radio programs are financed from funds appropriated by the University, from specific gifts, and in part by the *Chicago Daily*

*News* and the National Broadcasting Company For the current year the University appropriated \$5,200 for this work. This amount is supplemented by gifts and the assistance of the broadcasting company. Obviously, the small amount of financial support greatly limits the radio activities. Because of lack of funds no advertising of programs can be carried on. Only modest honorariums can be paid to lecturers, speakers, and other talent. The items of expenditure include the salaries of the executive officer and his secretary, maintenance and replacement of the equipment, printing of outlines, office expense, and the wages paid to the operator, a share of the latter is paid by the *Chicago Daily News*.

In order to develop a source of support for the radio programs the University of Chicago Radio Associates is being organized. The members in this organization will pay annual dues of \$2.00 for which they will receive regular notifications of programs and outlines of courses. A membership of fifteen hundred, which seems a moderate estimate, would insure the University a net income of approximately \$1,500.00. While this will not make the radio activities self supporting for some time to come, and perhaps never, it will guarantee substantial assistance to the present budget.

Without the assistance of private donors and the broadcasting company, not even the present program could be maintained. If an expansion of the broadcasting service is to be undertaken, additional funds

will be needed. If a small amount were available for advertising the programs and the accompanying printed material, more persons might enrol for the services, but at present no funds are at hand for this purpose.

*Possibilities for future development.*—In 1930 there were 106 educational broadcasting stations in the United States. In February, 1932, there were 44 educational institutions that had broadcasting stations and between 25 and 30 others that broadcast over commercial stations at more or less regular intervals. Some of the factors that have caused a discontinuance of the broadcasting service of educational institutions are: lack of funds, lack of vision, low-powered stations, poor wave-length assignments, poor time schedules, and curtailment of air rights.

Judging from comments that have been received from authorities in this field, the University of Chicago enjoys an excellent reputation for success in adapting education to radio. The situation in the vicinity of high-powered, well-equipped stations affords unusual opportunities for broadcasting. The development of the program is greatly hampered, however, by lack of funds. In fact, it will be impossible to continue all the present features on the budget now provided. If additional funds were available, some of the following types of service would be possible and desirable.

1. Maintenance of the present features, especially the *Round Table* on economic and political problems.



- 2 A *Round Table* on cultural subjects
- 3 A *Round Table* or lecture series for the presentation of the results of scientific research, both on the Quadrangles and in other institutions
- 4 A *Round Table* on discussion of the problems in education, working in co operation with the Parent-Teacher Associations and women's clubs
- 5 Broadcast of the survey courses
- 6 Broadcast of courses and lectures on which examinations may be taken for credit
- 7 Continuance and expansion of programs similar to those now offered under the title "News from the Quadrangles," which acquaint alumni and prospective students with what is being done on the Quadrangles

#### TALKING PICTURES

Although a new development, the talking picture seems to afford large possibilities as a means of instruction, and as a supplement to the regular class room and laboratory exercises. This device is free from several of the important limitations that now control an ordinary classroom or laboratory demonstration. For example, through the use of "slow motion," high-speed processes can be slowed down and analyzed. In exactly the opposite manner phenomena which ordinarily cannot be demonstrated in the classroom because of the slowness with which they take place can be speeded up by the time-lapse method. Thus it is possible within a relatively few minutes to

demonstrate such phenomena as cell growth, development of deltas, erosion of soil, action of wind-blown sand on rock formations, the movement of glaciers, etc. The telescopic lens of the camera can bring distant objects adequately to the screen; the microscopic lens makes possible the projection of microscopic views before an entire class. X-ray photography enables observation and demonstration of processes within opaque objects. The pictures can make easily visible to an entire class a delicate demonstration which, if performed in the lecture room, could at best be seen by only a few students, and even then imperfectly. Parts of the demonstration on which students have questions can be re-run from the film. Through the medium of the talking picture, demonstration by means of rare and costly apparatus can be made available at a nominal expense.

Recently, the University of Chicago has recognized the significance of this new device, and consideration is being given to the production of a number of educational films. The University is fortunate, moreover, in having available a satisfactory agency—the University of Chicago Press—for the sale and distribution of the pictures that are to be made. As the talking picture comes to be widely known as an educational adjunct, and as the equipment for projection becomes widely distributed, it appears probable that a program of picture production might be wholly self-supporting.

The technical features of the talking picture project have already been perfected. The projection equipment is simple, requires no special wiring, can be set up in a few minutes, and is operated by one person. The cost of the equipment is well within the range of the average school budget. The production of the films is, of course, a matter requiring considerable time and study, but a number of members of the Faculties are giving it their most earnest attention. This experimentation with the talking picture is an interesting revival of the educational pioneering attitude at the University of Chicago.

## CHAPTER VI

### FINDINGS AND CONCLUSIONS

Four different units are involved in the extension program of the University of Chicago: the Home-Study Department, University College, The American Institute of Sacred Literature, and the radio service. The types of service, methods of procedure, and results achieved in each of these four organizations have been surveyed in detail in earlier chapters of this volume. It is the purpose of this final chapter first, to review briefly a few of the more important factual findings, then, to discuss briefly the differences between the place of extension work in an endowed university and in a state-supported institution; and finally, to recommend certain definite policies and projects for the future development of the program of extension services at the University of Chicago.

#### STATUS OF EXTENSION WORK IN THE UNIVERSITY OF CHICAGO

The more important findings relating to the program of extension work as carried on at the University of Chicago, briefly presented, are:

1. The program of extension activities as a whole is entirely unco-ordinated, the four separate adminis-

trative units each being responsible for its own limited field of activities. There is no attempt to cover in a broad way all the extension services typically found in many other universities.

2 In recent years there has been a falling off in the registrations in both Home Study and University College. This tendency has been marked over a longer period in Home-Study than in University College. Doubtless the present economic depression has had something to do with the condition in University College, but in Home Study the peak in registrations was reached in 1925-26, since which time there has been a steady decline.

3 The data presented make it clearly evident that the quality of the work done by students in extension is fully the equal of similar work done on the Quadrangles, as indicated by such measurements as are commonly employed by the University. In fact, students in correspondence study on the whole are given grades that are somewhat better than those obtained in residence by the same students. In maturity and ability to do undergraduate work extension students as a group are fully the equal of, and even surpass slightly, the average of residence students.

4 The average qualifications of the staff members who give work either in University College classes or by correspondence study compare well with the qualifications of the staff on the Quadrangles. This is shown by a comparison of the Quadrangles and ex-

tension staffs with regard to the percentage of each having various amounts of training and various academic ranks. The Home-Study staff is slightly above the average for the Quadrangles group and the University College staff is slightly below the average. The members of the extension staffs who have the higher training and higher academic ranks carry their proportionate share of the entire teaching load.

5. Participation in the extension program apparently has not affected adversely the number of scholarly productions by the staff members who have given classes in University College or who have conducted correspondence-study courses. Such staff members have produced on the average more pieces of scholarly writing than the average for the University Faculties as a whole.

6 Each of the two major extension organizations, Home-Study and University College, is practically a self-supporting unit. The receipts from fees constitute the only available income to cover all the direct expenses of these programs, although the University provides from its general funds the expenses of administrative overhead. It has therefore been necessary to develop the programs of these extension activities in such a way that no burden will be placed upon the general University budget. The radio service and The American Institute of Sacred Literature are not entirely self-supporting, but the amount contributed by the University to these activities is only \$5,200 and \$2,500 per year, respectively.

7 The detailed analysis made of the time and energy distribution of staff members leads to the conclusion that the service load cost of teaching in Home Study is considerably higher per student major of credit than the corresponding cost on the Quadrangles. In terms of the time and energy of staff members the correspondence study program is approximately the equivalent of giving the campus program with an average of six students per class. This conclusion is based on the time and energy spent on the work, not upon the payment which the University allots for the service. This analysis of cost is based only on the item of instructional salary, and does not include overhead charges for administration and plant, data for which are not available. If these costs were known and were included, there probably would be little change in the general conclusion that the instruction given in Home-Study is from two to three times as expensive per student major of credit as is similar work given in classes on the Quadrangles.

It may be true, however, that some parts of the program of correspondence study are no more expensive than similar work on the Quadrangles. Although a large number of instructors engaged in this work find that it makes a draft on their time and energy heavier than a comparable amount of student majors of credit taught on the Quadrangles, these conditions are not true of all courses or of all instructors.

It is also obvious that some courses are possibly more valuable, educationally or from the standpoint

of University policy, than other courses are. Whether a course or a program should be offered should not be determined from the standpoint of cost alone, but upon the basis of cost and the nature of the contribution made to the educational objectives of the institution.

#### PLACE OF EXTENSION WORK IN AN ENDOWED UNIVERSITY

The extension work of the University of Chicago, as in other universities, ranges in method and service from informational correspondence to graduate instruction. At this institution, however, the devices used and the areas covered now constitute a much less closely articulated series over the whole range than is the case in extension organizations of many other universities. Although in its early history the University of Chicago was a leader in the development of extension services, the activities now conducted at this institution comprise only a few of the large number of forms of service that some of the state universities have developed and co-ordinated through their extension divisions. This difference may be due to the fact that at the University of Chicago various types of service have been developed independently of each other and continued largely under separate administrative jurisdiction. The administrative head of each service has for the most part confined his or her attention to a specific field or form of extension, and no central administrative organization has been charged



with the function of co ordinating existing extension activities and developing intermediate forms and methods

The theories and policies that characterize the extension services of the University of Chicago differ fundamentally from those of the state universities, indeed, these differences probably account for the failure to develop a centralized extension administration at the University of Chicago. The obligation of state universities is much simpler and much more easily described than that of the University of Chicago. The state universities are induced by their dependence upon popular favor to adopt devices which will win the acquaintance, the interest, and the friendliness of the largest possible portion of the citizenry of the state. Even activities that are rather remote from the traditional forms of university instruction are adopted in an effort to reach and secure the support of persons who have no connection or experience with residence college and university work. Popular service, such as is provided by the extension activities, enables many public institutions to secure funds for residence and research work which would otherwise not be forthcoming. These practical considerations are reinforced by theoretical and abstract convictions concerning the democratic obligations of publicly supported higher educational institutions.

The position of the University of Chicago differs markedly from that of the publicly supported institu-

tions Purely upon economic grounds it may be doubted whether expenditures covering the whole range of extension activities would result in greater support for the program of residence instruction and investigative work At the University of Chicago increase of funds is not dependent upon widespread popular approval; even in the local community financial support comes from a relatively limited group made up of the leaders of the city. Further, at this institution funds for the support of extension work are, and will probably continue to be, relatively limited. It is impossible for the University to plan its work upon the basis of increasing almost indefinitely the funds available, in the way that state institutions, which depend upon public taxation, seem to be able to do if they win popular favor. It is necessary, therefore, that the University of Chicago plan the relationship of its particular task with reference to its existing resources and with reference to the distinctive functions it may perform in meeting national educational needs

The University would be handicapped if it undertook to compete with public institutions in providing for universal higher education at all levels and for a broad program of popular non-credit educational activities In harmony with what seems to be its chosen emphasis this institution would most naturally place its emphasis in extension work on service to the local community, on instruction at the upper educational

levels, and on research investigations in the methods of extension education. Limited funds would seem to suggest that the primary interest of this institution in extension should be in those areas that are related to educational pioneering and upper-level teaching. The University also has a definite obligation to provide some educational service to the Chicago area.

For these reasons the University very logically has approached the problem of extension service from a different standpoint from that taken by the public institutions. The fundamental problem now is to determine whether extension services may make contributions to the major fields and levels that should be covered in view of the purposes of the University as a whole. Apparently this policy has never been clearly formulated at the University of Chicago, and no answer to it has been definitely embodied in practice. Forms of extension activity persist and are somewhat vaguely justified, because at the time these activities were inaugurated at this institution the publicly supported universities had not fully developed their extension services, and because at that time undoubtedly one of the major purposes of the University of Chicago was to point the way and set an example which would encourage general, popular higher education.

#### RECOMMENDED POLICIES

It has been one of the purposes of this survey of extension work at the University of Chicago to provide

a statement and definition of extension policy for the University that is consistent with changed educational conditions and with the basic purposes that now seem to characterize the University as a unified organism. The basic purposes of upper-division and research types of education are not entirely consistent with the purpose of rendering educational service to the city of Chicago upon levels and in forms that are comparable to the popular service which state universities attempt to give to their constituencies. The extension policies suggested by the body of this report offer a means of reconciling in large part these apparently contradictory objectives.

The major features of the policies suggested, based upon careful consideration of the factual data, are summarized in the paragraphs that follow.

1 As yet no careful study, based upon experimental investigation, has determined the suitability of the correspondence plan of instruction for use at the graduate level, for continuing the education of alumni, and for keeping professional men abreast of the rapid progress in their fields. The opinion is frequently expressed, and there is considerable theoretical evidence to justify it, that some of the elements of the correspondence plan of instruction would be found especially appropriate to certain fields of graduate work and to the needs of alumni and professional men who are busied with their life occupations. There seems to be no fundamental reason why some of the

features now used in correspondence study may not be made to serve scholarly purposes in forms appropriate to graduate and research work. Experimentation with the adaptation of the correspondence plan of instruction for these purposes provides a field of investigation and useful service which the University of Chicago may well enter.

2 In the judgment of the survey staff the time has come when the University should discontinue the offering of high school credit courses by correspondence. The fact that public high school facilities, both full time and part time, are now practically everywhere available has rendered less necessary the provision of direct individual educational service upon this level by correspondence, although the provision of this service once fulfilled a very important educational function.

3 Extension class work at the University of Chicago provides a means of developing methods of local service to professional men and alumni of much the same character as that suggested as a field appropriate for experimentation in correspondence methods. This type of work has already been undertaken to a limited extent in co operation with professional groups. Experimentation with this service should constitute an important function of the extension class work of the University. It provides a promising field for investigation, one which might contribute

to educational procedures in all the greater universities of the United States.

4 University College work on the upper levels and in the graduate field is in harmony with the general purposes of the University. However, if residence work were placed upon the same basis as extension by admitting and welcoming those who carry only a part-time load, and if adequate library facilities were made available for extension students, the distinction between extension-class and residence work in the city would become meaningless. Results obtained in extension-class work upon these levels clearly indicate that the abandonment of the distinction would do no harm to the scholarly standards of the University.

5. University College work in class-teaching on the lower levels occupies much the same position as junior-college work on the Quadrangles. The College (the organization in which junior-college work is given on the Quadrangles) has been set up as a distinct administrative unit under conditions which the administration and Faculties of the University regard as purely experimental. The program of work in University College should be closely articulated with that on the Quadrangles and should serve as another avenue of experimentation with the same fundamental problems.

6. The public-lecture service of University College and the various informal non-credit extension devices used by The American Institute of Sacred Literature

are all concerned with direct popular educational service. In the case of the public lectures, the service is largely confined to the city, and may therefore be justified by the secondary objective of the University, service to the city of Chicago. The service of The American Institute of Sacred Literature is world wide and is, perhaps, justified by the unique character of its purpose. These justifications of the two activities, however, should not obscure the view that these areas provide fields for investigation of methods and of content, especially with regard to their applicability to popular educational service. Investigation of teaching methods applicable to adults not in University residence should provide real contributions to democratic education and should be a function of both the public lecture service in University College and The American Institute of Sacred Literature.

7 In so far as it is instructional and not solely a method of publicity, the radio has elements that partake of the character of both correspondence study and class lecture extension work, how it may be made most effective provides a field for painstaking research. How it may be used to modify both correspondence and extension class methods demands investigation. At no point is it clearer that the investigative functions of the University may be served than by research in radio as an instrument of education.

8 No phase of the extension activities of the University of Chicago fails to present some aspect which

demands careful scientific study and experimentation—pioneering work that in importance and possibilities is equally as challenging as the pioneering work done by the University when, at the beginning of its history, it adopted the extension idea as a means of furnishing education to the masses. Between and among all the phases of extension service, viewed as a field of research and experimentation, there are relationships which make it highly desirable that this work be unified under a single administrative control. The viewpoint of extension as a field of investigation brings it into close relationship with all the residence departments and calls for contributions from every subject-matter field. In the interest of economy and effective prosecution of co-operative research projects that involve residence departments and serve many forms and methods of extension work, it is recommended that all work of this kind be placed under the immediate supervision of an assistant to the President.

The recommendation for the consolidation of the administration of all the off-campus activities of the University under a single executive control is directly in line with the general policy governing recent administrative reorganizations in the University, as it would reduce the number of separate executives directly responsible to the President.

There should be a very large degree of delegation of responsibility for the actual administration of the pro-



gram to the regularly constituted authorities. Specifically, this means that matters having to do with the teaching personnel will be administered largely through the usual machinery of the divisions and departments, that matters having to do with the student personnel (including the registering of students and the recording of credits) will be administered through the Dean of Students, that matters having to do with publicity will be handled through the Office of Public Relations, that library facilities for off-campus students will be administered by the library officers of the University, that bookstore arrangements will be in charge of the same organization as manages these matters on the Quadrangles, that the collection of fees will be handled by the business office of the University, etc.

The functions of this assistant to the President who is in charge of off campus activities should be the planning of the off-campus program and the co-ordination of the various administrative units of the University as they operate in the extension programs. He should co operate with and encourage co operation among all the regularly constituted administrative officers who have anything to do with extension activities. It should be his function to encourage financial support of the extension services in order that fundamental research may be carried on and methods of educational service may be developed upon a sound basis.

9. All class-teaching conducted on the Quadrangles, no matter at what hour, should be directly under the administration of the regular academic organization. The assistant to the President in charge of off-campus activities should co-operate with the departments and the Publicity Office in bringing to the attention of prospective part-time students classes that are thus offered during afternoon or evening hours. This official should also bring to the attention of the departments the needs that exist for courses for part-time students

10. No distinction because of geographical location of classes should exist in instruction conducted by class methods by staff members of the University. This is true even though a separate unit be set up to assist in administering off-campus classes when offered by the departments on the Quadrangles. Such extension-class courses as are offered should have library and laboratory facilities fully equivalent to those for similar courses on the Quadrangles; courses for which these facilities cannot be adequately provided should not be given by University College. The fee charged for a given course or type of registration should be the same, regardless of how or where the work is given. Students who have time to carry only one course should be permitted to register for work on the Quadrangles just as freely as for a course down town or by correspondence

11. One of the most important educational prob-

lems which must be faced in the continuation of the work by extension is the articulation of this program with the new educational plan at the University of Chicago. In an educational scheme which throws upon the student the responsibility for choosing his own methods of educating himself, discrimination with regard to the amount or proportion of a student's work that may be done by extension seems entirely out of place. The possibility of articulation between extension teaching and the New Plan has many ramifications. For example, if correspondence study is continued, it seems probable that a large part of the course outlines in use at present may have to be discarded in order to permit the use of outlines drawn up in accordance with the courses as now provided on the Quadrangles. Unless this is done, the correspondence study program will not fit into the present curriculums of the University. Since the New Plan is in essence an experiment, it is necessary that the extension program be conceived in the same spirit—an experiment and investigation in educational methods.

12 The University of Chicago was a pioneer in developing correspondence extension service, now other institutions are very largely developing this type of service. The task of the University of Chicago is clearly no longer the establishment of this plan of instruction as effective and reputable at the undergraduate level. In other areas of extension service,

however, it is probable that the University, as far as the available funds permit, should still maintain pioneering leadership through experimentation in methods and techniques applicable to the various forms of extension education.

#### DESIRABLE ADDITIONS TO THE PROGRAM OF EXTENSION SERVICE

Attention has already been called to the fact that in the beginning of its history the University entered upon a broadly conceived program of extension service. The development of this program constituted a distinct contribution to the American conception of the place and functions of higher institutions. After the introduction of these innovations, radical for their times, there was a tendency for the extension services to settle down into a somewhat formalized, institutionalized pattern. To some extent sight has been lost of the goal of continued adaptation of the program to changing needs and opportunities. The modest development of the radio program is perhaps the only important innovation in extension service provided during the past generation at the University of Chicago. The question may be raised regarding further attempts at experimentation with other promising types of extension activities. Two or three possibilities will be suggested.

The development of the talking picture has opened an entirely new field of possibilities for educational

service. Such experiments as have already been carried on with instructional uses of this device have been especially promising, and it is not too much to suggest that its development may ultimately work a revolution in the traditional plans of instruction at all levels. The University of Chicago, with the development of its New Plan, is in a peculiarly fortunate position to experiment on the college level with the instructional possibilities of the talking picture. One can vision the possibilities of this institution becoming the great American center for the making and disseminating of talking pictures carrying the instructional materials of entire courses. Instructional talking pictures could be made both for home use and for use in other educational institutions. The principal needs for the development of such a project are a far-sighted executive to organize and administer the preparation and distribution of the talking pictures, and an income adequate to support the program. It is possible that a program of this type ultimately could be made self-supporting without decreasing its educational efficiency.

A second suggestion for further development of extension services is in the field of adult education. Many institutions of higher learning are coming to realize that their obligations to their graduates do not cease with the granting of the diploma, and are organizing reading courses and book lists in order to stimulate their alumni and other interested persons

in keeping up their acquaintance with the best of current literature. A project of this kind would require the co-operation of the University Libraries and the University Press. It would probably not involve any important financial subsidy, as the program could be made practically self-supporting. There is need, however, for unusually competent executive direction in such a project, and a close co-operation with the various departments and fields of study would be necessary.

A third suggestion for the further development of extension services grows directly out of the experimentation with the New Plan. As the success of this venture becomes more and more assured, it seems that other educational institutions will want to adopt some or all of its features. Already there has been a demand for the syllabi of the general survey courses, and a few colleges are planning to administer the University's comprehensive examinations to their own students. Inquiries have been made regarding the possibility of a leased wire service whereby the lectures in the general survey courses might be brought to the students of a college in another city. Ultimately the radio and television may play an important part in a service of this type. Colleges and secondary schools using the University's syllabi and comprehensive examinations might well become "affiliated institutions," a plan that harks back to the early plan for University Affiliations. The development of these

extramural affiliations is essentially an extension service

The three suggestions that have been made for further development of the extension services of the University are merely typical of other opportunities that will undoubtedly arise as new scientific developments and changes in the social structure bring new possibilities and new problems. Somewhere in the University organization there should be a center charged with the responsibility of watching for such developments and of taking advantage of them so far as existing policies and available funds make this possible

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